

## Common Schools Condition of NO ACCREDITED NEGRO HIGH SCHOOLS IN ALABAMA

In a talk to the colored teachers of the city at the Industrial High School last Saturday, Mr. G. R. McGehee made the statement that there is not a single accredited Negro high school in the State of Alabama.

Mr. McGehee is State Supervisor of Secondary Schools for Negroes in the State employed by the General Education Board of New York and the State Department of Education.

This is not news to well-informed school people of the State, but to many who had supposed it to be different, it might seem to be extravagant.

The fact is that the requirements for accredited high schools has not been met by any of the Negro high schools in the State and the agencies through which they are to be accredited have received no applications to prove that there is any sincere effort or desire to have them so.

This cannot be taken to mean that the Negro high schools of the State are not doing good work, but it does mean that the boys and girls who graduate from Negro high schools have the disadvantage of a loss that seems to be wholly unnecessary and inconveniently handicapping when they apply for professional or higher courses in preparation for their life's work. We sometimes wonder where to place the blame for this condition. Certainly, the matter of placing the blame for it is nothing like so important as removing the causes.

The question of how and where to begin is not an easy one for those intensely interested in seeing it done, and yet it does not present any unsurmountable difficulties.

Schools are accredited by the association of colleges and secondary schools in the districts where they are placed. The uniform requirements are established in units not a bit different from the subject matter carried by the curricula of most high schools.

These units are made up of a certain number of required recitations in the branches studied, a certain amount of time to each recitation, a certain quality of teaching personnel to conduct them, a minimum equipment in laboratories for science, a minimum allotment of laboratory periods and library facilities covering a selection of books needed for general information on the subjects included in the four years of high school work.

These requirements generally stated are well within reach of several Negro high schools in the State. In some of them, many of the requirements are met as fully as they are elsewhere. In others, there is the need of organized procedure and additional equipment and teaching personnel. In most of the really well organized high schools there is only the need of a redistribution of time, the redirection and supervision of the curricula in force and some additional laboratory and library facilities requiring, perhaps, the only necessary additional outlay.

There is a distinct loss in prestige to educational interests of the State and a distinct nominal disadvantage to the Negro youth of the State because of the loss of time and the inconvenience caused by defective credentials from otherwise good schools with poorly rated standards. What can be done about it?

The principals of every public and denominational high school in the State can approach the question in a serious, open-minded attitude, find out what is necessary, importune their executive bodies for relief and co-operate with the agencies that are lending help and encouragement to the movement.

The Alabama State Teachers' Association, soon to meet in Birmingham, may find here an opportunity to lend constructive aid to a most worthy piece of work in its field. It can be done, and, now, there is not so much the lack of means with which to do it as the lack of intelligent co-operative pulling together with the means already in hand.

## WOMEN URGE SCHOOLS AND PUBLIC HEALTH FOR NEGROES

(From Montgomery Advertiser, Jan. 22, 1927)

The following resolutions of the Women's State Interracial Commission of Alabama, in session at Birmingham, were adopted:

"Whereas, we learn with regret the following facts as to the distribution of educational funds and facilities in Alabama, namely:

To every 44 white children of school age.....	1 teacher
To every 102 Negro children of school age.....	1 teacher
Average school term for white children .....	143 days
Average school term for Negro children.....	112 days
Current expenses per white child .....	\$ 19.64
Current expenses per Negro child .....	3.72
Capital outlay per year per white child .....	4.25
Capital outlay per year per Negro child .....	.61
Property values per white child .....	55.88
Property values per Negro child .....	9.21
Number of white high school teachers .....	2,092
Number of Negro high school teachers .....	90
Average salary per year for white teachers.....	\$696.00
Average salary per year for Negro teachers.....	315.00

"And whereas, we believe the fair-minded people of Alabama would not approve of these conditions, were they conversant with the facts,

"Be it resolved: That we, the Woman's State Interracial Commission, give this information to the public through the daily and weekly papers; that we see county superintendents and boards of education in an effort to obtain a more just and equitable distribution of public school funds; that we endeavor also to secure Rosenwald schools, Jeanes teachers and social workers wherever needed, to the end that we may blot out forever the stigma of illiteracy in our state, and that we urge the enforcement of the state compulsory education and

child labor laws.

"Whereas, we realize that the greatest asset of any nation is the good health of its citizens:

"And whereas, there are in the South at all times 450,000 or more Negroes who are unable to work as a result of disease, most of it preventable, constituting both a grave public peril and a vast economic loss;

"Be it resolved: That we go on record as deploring the conditions set forth above, and pledge ourselves to utilize every possible means at our command to better these conditions, striving to obtain better distributed clinical service, more adequate hospital facilities and additional public health nurses.

"Whereas, there are many worthy colored people in the state whose trades, arts and handicrafts deserve recognition; and whereas, the most effective method of securing such recognition is by exhibits in state and county fairs;

"Be it resolved: That we appoint a special committee to call upon the officials of the Alabama State Fair at Birmingham in an effort to secure additional space and more publicity for the Negro exhibits in the state fairs of 1927 and succeeding years.

"Whereas, we have heard of the efforts of the Federation of Colored Women's Clubs to have the State take over the school for delinquent Negro girls at Mt. Meigs;

"We recommend that a committee be appointed to co-operate with the legislative committee of the Federation of Colored Women's Clubs in getting a bill before the state legislature, meeting in January."

Mrs. J. G. Snedecor, Tuscaloosa; Mrs. P. A. Eubank, Ensley; Mrs. J. E. Hutchinson, Birmingham; Mrs. A. M. Johnson, Birmingham; Mrs. W. I. Malone, Birmingham.

## Birmingham Schools

Given Half Million;

Whites Get \$3,000,000

BIRMINGHAM, Ala., Apr. 28. (Pacing Coast News Bureau).—In the building program provided for in the \$8,500,000 school bond issue, Birmingham proposes to spend only \$1,000,000 for Negro schools, while for the whites they estimate \$957,500 for high schools alone and \$2,042,500 for white grammar schools.

## Absentees Greater Among Colored School Children Than White

Of the total of 3,503 white pupils enrolled in the county schools during the fifth scholastic month, ending February 4th, 1,692 pupils were transported to the schools, and 1,811 were not transported, according to the report of T. L. Head, assistant superintendent of county schools.

An absentee average of 7.47 per cent of the transported pupils was reported against 6.37 per cent of absence of pupils not transported on the county school busses. The total percentage of absences for the month was 6.39 per cent.

A report of the colored schools of the county showed a total enrollment of 6,481. Mr. Head announced. There are 109 teachers in the colored school which is an average of 59 pupils to each teacher.

The percentage of absences was given as 14.53 per cent in the negro schools against 6.39 per cent in the white schools.

The Shepherd Hill school, colored, ranked first on the report, showing no absences during the month.

## PROF. JONES HAS BIG TASK IN MONT- GOMERY COUNTY

Prof. U. S. Jones, director of education among Negroes of Montgomery County, spent several days in the Birmingham District conferring with teachers and friends on the educational work of this county and state. Prof. Jones has been in charge of the county work for nearly three years, and he superintends some seventy-five Negro schools with nearly two hundred and fifty teachers. He says the school terms of the county have been lengthened this year, and most of the schools will run seven months. The schools are being help-



ed by the communities, and this makes the terms longer, and the pay of the teachers better.

In speaking to a representative of this paper, Prof. Jones said substantially the following: "The work of education in Montgomery County is rapidly improving. Our people are concerning themselves more than ever about education. In fact, our school terms are longer, and our teaching forces are more thoroughly prepared. I am enjoying my work, and have the full co-operation of the State Department."

JUN 23 1921

Montgomery, Ala., Advertisement

## WEST END NEGROES WANT NEW SCHOOL

Open Drive to Raise \$900 by  
Private Donations; To Make  
Final Effort Sunday

The colored people of Douglasville, in West End, Montgomery, have set themselves to the task of building a two-teacher school in which they would have the assistance of the state, and county and the Julius Rosenwald fund. This initial effort would be the foundation of a very much better school later on.

Representative colored people are making an organized effort to raise the necessary funds, the goal for private subscription being \$900. A feature of the campaign is a contest between the Workingmen's Business club and the Women's Busy Bee club. The captain of the men's teams is the Rev. W. M. Sias, pastor of the Mount Gillard Baptist church, and the captain of the women's club team is the Rev. Charles Moore, pastor of the Canaan Hill Baptist church. Each team is racing the other to see which can raise the largest sum.

Sunday afternoon, June 26, there will be a "home-run rally" at the Mount Gillard Baptist church, where a final big effort to raise the fund will be made.

White people are being given an opportunity to subscribe to this fund. Among the men who are calling upon white people is John Windham, well known Dexter avenue barber.

## NEW SCHOOL YEAR WILL OPEN SOON WITH FULL SEVEN MONTHS ASSURED

Marks Epoch in Alabama's Educational History; 50 of 67 Counties Affected by New Law; Will Benefit About 400,000 Children, Says Tidwell

For the first time in the history of Alabama, a new school year is about to open with absolute assurance of school terms of at least seven months in every county in the state. This is made possible by increased appropriations which the legislature has provided for public schools.

Fifty of Alabama's 67 counties are directly affected by this provision for the lengthening of school terms. This extension of school terms, made possible by additional funds to the public schools, also benefits directly more than half of the approximately 800,000 persons of school age, who in the last school census showed residing in Alabama. Some of the public schools will open in a few days now. Others will begin their work in October. The law does not specify when school sessions shall begin, requiring simply seven months schooling in every county.

The figures quoted as to the counties and the number of children affected, were obtained from Dr. R. E. Tidwell, state superintendent of education who in commenting upon what a fine thing has been accomplished for the boys and girls of Alabama, in providing them with seven months of schooling each year, recalled Monday, that unfortunately, some of these children will have to attend school in "hovels" instead of modern, sanitary, well lighted, well ventilated, comfortable buildings.

The need for better school buildings with the improved facilities and environment they will provide is imperative, Dr. Tidwell said, and expressed the earnest hope that all who are interested in the progress of education in Alabama, will support the proposed bond issue for the provision of these buildings. This bond issue will be voted on at a special election to be held in Alabama on January 10, 1928.

News  
Tuscaloosa-Ala.  
SEP 25 1927

### A Rural Problem

EDUCATION of the negroes of the South is essentially a rural problem, says the federal bureau of education in qucting statistics gathered by S. L. Smith and published in the Southern Workman.

During the 1925-26 school year there were 24,079 negro schools in the 14 Southern states. Of that number, 93.4 per cent, or 22,494 schools, were rural, and but 6.6 per cent, or 1,585, were urban schools. More than half of the number of schools, 63.8 per cent or 15,385, were one-teacher schools; 18.8 per cent, or 4,525 schools, were of the two-teacher type; 7.1 per cent or 1,702 schools were of the three-teacher type, and 10.3 per cent or 2,494 schools, employed four or more teachers.

Of the fourteen Southern states, Alabama ranked lowest in the length of the school term, the average in Alabama being 4.7 months, while school terms in Maryland are 8.7 month on the average—more than the average white school in the state of Alabama in the past. The average for the fourteen states was 6 months.

Negro children of school age living in the South were estimated at 2,963,358, and of that number 68.9 per cent of those who live in the rural sections were enrolled in schools whereas 75.6 per cent of those who lived in cities attended school. The fourteen states were possessed of 209 four-year accredited high schools, though there was a total of 801 high schools. Total enrollment in the 801 high schools was 68,606, and the number of graduates of the four-year schools was 6,435.



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Colorado.

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## School Solely For Negroes Is Urged

DENVER, Colo., Feb. 11. — The suggestion that the Whittier grade school and the Manual Training high school be turned over exclusively to Negro students will be made by representatives of the Allied Council of Improvement associations to a committee from the school board, it was announced last week.

If the board is in favor of the move, the plan will be discussed more in detail.

## Resigns As Sup't Of Denver High Schools

DENVER, Colo., Jan. 28. — Jesse Newlon, white, head of the Denver schools, who attempted to inculcate his Southern "jim-crow" ideas, resigned under pressure here last week.



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## SCHOOL ITEMS AGAIN DROPPED FROM D. C. BILL

Items providing for the purchase of land for the Harrison School and the Crummel School were stricken from the District of Columbia appropriation bill in conference Thursday. Conference on the part of the House would not agree to these items which were put into the bill by the Senate.

The House appropriations committee had refused the idea of school authorities for inclusion of these two items in the original bill. The Senate appropriations committee put them into the bill after Assistant Superintendent Garnet C. Wilkinson had urged their inclusion. The budget bureau had included them in its estimates of appropriations for the public schools.

### Colored Teachers In Washington

According to a recent report submitted by Dr. Ballou, superintendent of Public Schools in Washington, D. C., there are 625 colored school teachers in the elementary schools of Washington.

D.C.

Education - 1927  
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EVERY EVENING

WILMINGTON, DEL.

DEC 12 1927

## NEGROES CONDEMN TWO CITY SCHOOLS

Heating in One Described  
as Inadequate; Other De-  
clared Indescribable.

Two of the colored grade schools of Wilmington were condemned at a meeting of Independent Negro Citizens League in the Thomas Garrett Settlement, Seventh and Walnut streets, Friday night. Charles F. Brown, president of the league, presided at the meeting.

Heating conditions at School No. 22, Second and Justison streets, were described as inadequate, while conditions at School No. 18, 422 Townsend street, were declared deplorable. School No. 21, at Fifth and Scott streets, was reported to be in good condition.

Reports on the conditions of the schools were presented by a committee which was appointed at the last meeting of the league to make a survey of the schools and school equipment at the disposal of the colored children of Wilmington. Barrett Jackson, representing the committee, read the reports of the survey.

Referring to the conditions at School No. 18, Mr. Jackson declared that where there is at present a faculty of three teachers, the school enrollment has increased to such a point where eight teachers are not only desirable but necessary.

The need of a new school in South Wilmington, which has been proposed and which has become the subject of considerable discussion, was emphasized by members of the league in commenting on the contents of the report presented by Mr. Jackson and the committee.

The Rev. H. Jackson, president of the David Bayard Club, and Thomas Hope, assistant deputy clerk, of Camden, N. J., addressed the meeting. The Rev. Mr. Jackson told how necessary it was for the Negro minister of today to engage in politics as a means of helping the community to develop a more useful citizenship.

Mr. Hope, who was formerly a teacher in the Washington, D. C., schools, spoke at length on the opportunities which are open to Negroes in the political field.



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JOURNAL  
JACKSONVILLE, FLA.

JAN 19 1927

## SURVEY OF DUVAL SCHOOLS IS BEGUN BY EXPERT AGENCY

Duval county and Jacksonville will have schools ranking with the best educational institutions of the kind in the United States, the board of public instruction contemplates when the survey of the school system now being made by a corps of workers from Columbia university is completed, according to an announcement today by G. Elmer Wilbur, superintendent of public instruction, in giving out the first detailed outline of what the survey will cover.

The survey is in charge of Dr. George D. Strayer, of Teachers' college, Columbia university, who is scheduled to arrive in Jacksonville on February 14 to take up certain phases of the survey. Under the direction of Dr. Herbert B. Bruner, assisted by Messrs. Lindner, Dorsett and Miss Blackburn, all of Teachers' college survey staff, the Jacksonville survey was begun last Wednesday, with an examination into the courses of study from grades 1 to 12, inclusive, in all the schools of the county.

On Thursday, Dr. Bruner met at Central Grammar school with the principals, supervisors and heads of departments in the white schools, and explained thoroughly a series of questionnaires which were turned over to the teachers by the department heads. These questionnaires were turned in Saturday, fully answered.

Saturday morning, Dr. Lindner met with the colored teachers at Stanton Grammar school and gave them questionnaire blanks which were turned in Monday.

Dr. Bruner was called last Friday to Port Arthur and Houston, Texas, where similar surveys are under way, but will return to Jacksonville Friday, according to Mr. Wilbur. In the meantime, Dr. Lindner will be in charge in Jacksonville.

Matters to be touched by the survey, which Mr. Wilbur emphasized as a thorough one, include the following:

1. Administration of schools, including business administration and supervisory organization of the school system.

2. A study of the present educational organization in Duval county, including among other things, the attendance department, library, adult education, together with recommendations as to any

needed reorganization of the school system.

3. A study of the courses of study now in effect in Duval county schools. An analysis of the work being done in the elementary, junior and senior high schools, and consideration of the possibility of improvement or development of the courses of study.

4. A study of the classification and progress of school children in all departments. An analysis of the handling of the staff and recommendations covering improvements in this field.

5. A careful survey of the present school buildings and equipment.

6. A study of the trends of population and development of the school building program for the next ten years, including recommendations with respect to the general location of new buildings to be constructed.

7. An analysis of present school costs and the ability of the community to support the schools as at present organized, and on the basis of any reorganization which is proposed.

Members of the school board and the superintendent are enthusiastic over the possibilities which are expected from the survey, which likely will be available by June 1.

Florida.

## SCHOOL REPORT FOR SHORT TERMS GIVEN

### State Department Tells Of Institutions Operating Two Months

TALLAHASSEE, May 12.—(AP)—Twenty schools for white pupils and forty-two for negroes operated for only two months, or less, during the school year ending June 30, 1926, according to a statistical table compiled at the state department of public instruction.

The table was prepared for the purpose of exhibiting it to members of the legislature in the consideration of bills now pending which provide for the extension of terms of schools throughout the state.

There were forty-one white schools and 148 negro schools having terms of two to three months, it was stated, it was noted that some of the short schools were discontinued and pupils transported to other schools in the county, giving the more schooling than is shown in the reports.

One hundred and two schools of white pupils had terms of from 3 to 4 months; 113 had terms of 4 to 5 months; 134 of five to six months; 107 of six to seven months; 687 of seven to eight months, and 23 of terms of from eight to nine months. Most of the latter probably being one-month schools, the table showed.

The largest number of any class of schools had terms of eight months, it was stated, was 687, although, it was added, it was unfortunate that so

many schools had terms of only two to four months in length.

Among the individual counties, Suwannee county led in the total number of white and negro schools which operated for only one to two months, with seventeen. That county had fourteen negro schools open for that length of time. Alachua county was second, with six.

In the two-to-three-months classification, Marion county had twenty-seven negro schools, but no white schools operating for that length of term. Madison had twenty-two negro schools and Jefferson eighteen, with no white schools recorded for either for that term.

From three to four months schooling only was available at seventy-two white and negro schools of Jackson county, with 39 of the former, and 33 of the latter. There were nineteen schools of Nassau county operating for from four to five months, leading the list in that class, and Walton county led in the five to six months terms, with twenty-six.

The state department of public instruction, through proposed legislation this year, hopes to bring some method of uniformity to the school term system of the state. Bills are now pending in the law-making body which would equalize distribution of funds, and in other ways make possible more financing for the less fortunate institutions, enabling them to operate for a longer period of time.

## Statistics Filed on State School Property

### State Department of Education Makes Report on Revenue, and All Phases of Work in Florida.

TALLAHASSEE, Fla., May 20.—The value of all public property issued for school purposes for the scholastic term ending June 30, 1926, was \$53,370,801.94, according to a re-

port just submitted by the state department of public instruction to the bureau of education, United States department of the interior.

The report, covering both white and negro school systems of Florida, was filed in accordance with federal government regulations. It covers all phases of school work of the state.

The number of superintendents and assistant superintendents for the state counties, cities, and so forth, was 68, and other administrative officers and employees numbered 9. There were 24 supervisors of instruction of spe-



for subjects and grades, and 231 principals.

#### 9,862 Teachers.

The number of teaching positions filled by both whites and negroes was 9,862. Women far outnumbered men as teachers, with 9,214 of the former, and 648 of the latter.

There were 167,862 boys and 174,781 girls enrolled, and the aggregate attendance in days was 37,573,870. The average daily attendance was 250,355, and the average number of days schools were actually in session, excluding holidays, 150. The number of schools, counting a high school, an elementary school and a kindergarten, housed in the same building, as three schools, was 2,528.

The value of sites and buildings amounted to \$49,678,083.41, and equipment, including furniture, apparatus, libraries, and so forth, \$3,692,718.53.

#### 2,289 School Houses.

A total of 2,289 school houses was used, with 28 exclusively for high school purposes. The number of pupils enrolled in day schools that were actually in session was: Fewer than 31 days, 38,577; 31 to 100 days, 12,087; 101 to 120 days, 17,856; 121 to 140 days, 13,753; 141 to 160 days, 156,187; 161 to 180 days, 104,183; 181 to 200 days and over 200 days, none.

There were 81,922 pupils enrolled in the first grade; second grade, 41,732; third, 40,966; fourth, 38,668; fifth, 34,135; sixth, 28,749; seventh, 23,395; eighth, 18,036, and in high schools, first year, 14,174; second year, 9,592; third, 6,516, and fourth, 4,758.

The school census ages, taken in 1925, were from 6 to 21 years, with a total of 192,788 boys and 198,511 girls.

The principal of the permanent school funds, invested money, not including university and agricultural college funds, was \$4,112,667. Unsold school lands amounted to 181,740.63 acres; school bonds outstanding, \$37,984,309.93, and other forms of debt, \$6,878,682.02. Transfers from one district to another for tuition, transportation, and because of changes in district line, and so forth, came to \$1,573,404.53.

Further receipts were, income from permanent funds, \$162,165.75; appropriations from general funds, \$73,221.21; from taxation, state monies, \$588,166.76; county, \$6,187,920.23, and township, district and municipal, \$7,336,988.09, grand total, \$14,113,075.08; all other revenue receipts, county, \$3,540,801.53, with a total revenue receipts of \$17,945,984.78.

Non-revenue receipts were, from loans and bond sales, county, \$25,320,167.69 and balance on hand from previous school year, county, \$7,162,427.79, total, \$7,162,427.79, making a grand total in all in receipts of \$50,622,414.81.

Current expenses: General control school boards and business offices, \$1,200,494.19, superintendents and their offices, \$300,061.34; salaries and expenses of supervisors of instruction \$8,148.98; salaries of teachers, men \$1,549,573.58; women, 6,797,419.26; text books, excluding library books, \$428,472.99; supplies and other expenses of instruction, \$1,427,465.16.

The operation of school plants was wages of janitors, engineers, and so forth, \$333,212.01, and fuel, water light, power, janitors' supplies, and other expenses, \$63,463.70.

Maintenance of school plant, including repairs, replacement of equip-

ment and other upkeep charges, \$485,753.45; auxiliary agencies, libraries \$28,325.40; transportation of pupils \$720,045.56; other auxiliary agencies \$4,067.31; fixed charges, pensions, rent insurance, contributions, contingencies, and so forth, \$154,474.39; total current expenses, \$13,500,977.32.

Capital outlays were: New ground and buildings, alteration of old buildings (not repairs), \$12,778,487.45; new equipment, (not replacements), \$7,940,721.14; total outlays, \$14,497,559.59; total of payments for all purposes, excluding debt service, \$27,998,536.91.

In payments of debts, the interest paid on indebtedness was \$6,050,863.44



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## ENTERPRISE

Lambidge Spring, Pa

SEP 22 1927

### EDUCATION OF NEGROES A RURAL PROBLEM

Of the 24,079 Negro schools in the 14 Southern States, during the school year 1925-26, 22,494 (93.4 per cent) were rural, and 1,585 (6.6 per cent) were urban schools, according to a study of Negro schools in the South by S. L. Smith, published in the Southern Workman. One-teacher schools, numbering 15,385, composed 63.8 per cent of the total number of Negro schools; 4,525 schools (18.8 per cent) were to the two-teacher type, 1,702 (7.1 per cent) three teacher type, and 2,494 schools (10.3 per cent) employed four or more teachers. The average length of the school year in the 22,494 rural schools was about 6 months. The range was from 8.7 months in Maryland to 4.7 months in Alabama.

Of the 2,963,358 Negro children of school age living in the South, 68.9 per cent in rural sections and 75.6 per cent in cities were enrolled in school. Of the 801 Negro high schools in the 14 States, 209 are four-year accredited high schools. Total enrollment in the 801 high schools was 68,606, and the number of four-year graduates was 6,435.

## FEDERAL SURVEY OF RACE SCHOOLS IS UNDERTAKEN

Secretary of Interior Reports  
Progress Made In  
This Field

Special to the Journal and Guide  
Washington, D. C., Dec. 7—The  
Department of the Interior is making

another survey of Negro colleges and normal schools, according to the annual report of Secretary of the Interior Hubert Work, which was made public Monday.

"The fourteen states which maintain separate schools for colored children," the Secretary reports, "had in 1925, 2,537,638 such children between 5 and 17 years of age inclusive and enrolled 1,758,485 or 69.3 per cent of them in elementary and secondary schools for terms ranging from 111 to 184 days."

#### Acts In Advisory Capacity

The report points out that "the Department's relation to these schools is exactly that which it has in general to other public schools in the United States, that of an advisory, informing and consulting organization. From 1913 to 1916 the Bureau of Education of the department made a comprehensive study of Negro education in the United States, with a view of learning the exact conditions and outlining methods for betterment."

"At present, the Department is making another survey of the Negro colleges and normal schools in order to determine their present status. At their own request, 78 Negro institutions are included in this study which will undoubtedly prove of much service to these institutions as well as to the institutions to which their graduates desire to go for further study."

The report recites that in 1920 the Interior Department "inaugurated a series of annual conferences to be attended by the officials of and those interested in the 17 Negro land-grant colleges over which the department has a certain measure of administrative control through the allotment of Federal funds."

"Although some of these colleges were established as early as 1871, prior to 1910 few of them had made much progress. Since then their growth has been comparatively rapid. The colleges have been made to feel a community of interest and the strength which lies in organization and cooperation. They have formed their own association and are adopting standards on the same levels as other universities."

#### Reports on Howard University

Secretary Work reports that "Howard University last year completed a new \$500,000 laboratory building for the pre-clinical branch of medicine and raised \$500,000 of endowments for instruction in the school of medicine. It has undertaken a comprehensive survey of medical instruction under the direction of Fred C. Zapf, secretary of the Association of American Medical Colleges, looking toward fundamental improvement of pre-clinical laboratory work and the most effective use of the rich clinical materials available at Freedmen's Hospital. Admissions to the nine colleges and schools of the university are henceforth all to be centralized in the office of the university registrar."

According to the report, patients receiving care and treatment at Freedmen's Hospital numbered 24,653 for the year, exceeding all previous records. Surgical operations in

2,579 cases were performed, representing an increase of 51 per cent over the preceding year. The hospital accommodate 1,087 pay patients, an increase of 117 over the previous year.

"A fully equipped dental department was established during the year, with a registered dentist in charge. Ecdside instruction and training in surgical procedure were given to 115 students of the Howard University medical school, 25 young medical graduates were trained as internes, and 70 pupil nurses were receiving a full course of instruction."



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Georgia

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## Fulton County Board Votes Its Acceptance Of Suburban Schools

Acceptance of the East Point and College Park school system was voted officially Tuesday afternoon by the Fulton county board of education, these two communities having recently voted to unite with the county system.

Under the conditions of acceptance by the county board, all East Point and College school money now on hand with the mayors and councils of the two municipalities and the city boards of education is to be turned over to the county board and all school taxes for 1927 and other school income due are to be diverted to the county.

The county school budget, anticipating a revenue of \$529,637.62 and disbursements of \$525,914.62, also was approved. The board also authorized the military instructor of Fulton High school to give instruction to such East Point and College Park High school students who desire it, one period of 45 minutes a day being allotted to each school.

Authorization for rebuilding the East Point negro school, which burned two years ago, was given, it being estimated that the new school is to cost between \$12,000 and \$15,000.

It was brought out that the East Point and College Park school systems are to be maintained as they now are until next spring when an addition will be placed on the East Point High school so as to convert it into a consolidated school for East Point, College Park and Hapeville. Funds for this construction previously had been voted by the Fulton county board of commissioners.



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## SOME OF THE WRONGS THAT BURDEN OUR SOULS AND FROM WHICH WE PRAY RELIEF

First—The vanishing of the right and opportunity to educate our children.

Second—The apparent utter disregard of the opportunity of black people to educate their children and to earn meat and bread, and to provide a home for themselves and their children.

Third—The crowding and packing of our children in day school to the tune of from two to four sessions a day—reducing their daily opportunities to get their lessons and better their conditions to a maximum of two hours per day.

Fourth—The destruction of Ashby Street School and the failure of the Board of Education to make adequate provision to take care of 1,500 children attending school there.

Fifth—The cramming and packing of 1,500 children made destitute of school facilities at Ashby Street School by fire into E. A. Ware Public School, that was already overcrowded and taxed to take care of at least five hundred children more a day than it had seating capacity.

Sixth—The closing of six out of eight Negro night schools, thereby shutting the door of hope and opportunity in the face of four thousand colored men and women, boys and girls, thirsty and hungry for the opportunity to improve their conditions and increase their wage earning capacity.

Seventh—Because the Board of Education raised the color line and revived a spirit of racial hatred and intolerance by closing all Negro schools and no white schools.

Eighth—Because the public school fund is not distributed as a trust fund for the benefit of all the people, but is distributed in the interest of a part of the people at the expense of the other part of the people.

Ninth—Because an all powerful and strong race crushes and oppresses a weaker race by reason of the authority vested in its hands as a result of civic, economic and political conditions.

Tenth—Our souls are burdened because our city fathers fix the wages of white men working for the city at not less than \$100 per month and make it unlawful for a Negro to earn bread by driving a motor vehicle, the property of the city—forgetting that Atlanta is a great corporation, and that every taxpayer is a stockholder and entitled to dividends which accrue in benefits and opportunities in common with other citizens.

These are some of the wrongs which burden our souls and from which we pray relief. The strength of the white man, though he does not seem to appreciate it, is measured by his treatment of the black man. Strength is not always lodged in the power of wealth and advantage, but largely in the power of truth and fair play. Truth and justice always have and always will outlive wrong and oppression. Wrong has never overthrown right—it may steal an advantage for today, but in the end righteousness and truth will ascend to the throne and wrong, like Haman, will hang on the gallows it erected upon which to crucify right.

Sin against humanity, like sin against the Holy Ghost, is unpardonable, and the oppressor some day will receive the same yoke of oppression that he places upon the neck of his victim. God destroyed the world by a flood to punish sin and to give truth a day, and kingdoms and governments will not be spared.

Georgia.

That our children should walk the streets hungry for knowledge for which their mothers and fathers have paid for in sweat and blood and that their parents should walk the streets and see a perpetual line of children going in and out of the public school buildings, one session making room for another, is a scene calculated to incite loyalty and patriotic citizens to mutiny against the authorities responsible for such an inhuman program.

If those responsible for these conditions of oppression and criminal negligence want to deprive the Negro of the opportunity to educate his children and to earn his meat and bread, why don't they have the physical courage to do it, and pass a law that no Negro shall be educated at the city's expense and defy every law and sentiment of right, justice and humanity?

The Negro knows his rights, if he does not get them. That he is silent is not because he is afraid, but because he fears that the white man, in his spirit of intolerance, will take from him the mite that he is now granting him as an excuse to escape the law of man and the vengeance of God.

The white man handles public funds as he does his private property—for the benefit of the white people, without any thought that the black man is a part of the people—part of the city, part of the conscience, the thought, the character and respectability of the community.

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"Not only the welfare of those attending these schools, but the public welfare also, is deeply involved. Illiteracy is always a social menace, conducing to inefficiency, mendacity, and crime. The illiterate population of Atlanta is being recruited constantly by migration from the rural districts. The public welfare demands that no effort be spared to fit these unfortunate multitudes for efficiency, self-support, and good citizenship. Atlanta has been proud, and rightly so, of the fact that it has been doing more to abolish illiteracy than all of the rest of the state together. To scrap a large part of this humane and public-spirited program would be a backward step that we believe the city cannot afford to take.

"The saving that would be effected by the proposed change, we have reason to believe, would be relatively very small. As best we can learn the salaries of the 43 principals and teachers to be discontinued aggregate less than \$18,000 a year. This item is doubtless by far the larger proportion of the expense. We believe that the relatively small amount involved could be saved in some way that would be far less unfortunate in its effects.

"We sincerely hope, therefore, that your committee will find some means of retaining these schools."

A petition protesting against the abolition of six negro night schools, and asking that they be continued for the benefit of adult illiterates was placed in the hands of the citizens' committee advisory to the board of education Thursday by the Atlanta committee on church co-operation, through James Morton, secretary.

Asserting that discontinuance of these schools would be "false economy," the petition, which is signed by a number of citizens not connected with the committee sponsoring it, calls attention to the fact that "the eight negro night schools now conducted are doing an invaluable service to more than 4,000 of the city's most needy people." The proposed discontinuance of six of these schools will cut off the only educational hope of a large group of these people, the petition asserts.

The petition continues in part as follows:

## THE CONSTITUTION ON THE SCHOOLS

We felt like writing another editorial this week on the public school situation in Atlanta, but upon reading the Constitution's editorial Wednesday morning we decided that the Constitution had stated the case for us better than we could state it for ourselves; therefore, we adopted the Constitution's editorial in full as the best expression of our opinion on the much mooted question of the wise and economic management of our schools as a service institution. The case was tersely stated and to the point and many more such editorials as the Constitution carried Wednesday morning will convince the people of Atlanta that the greatest service they can render the schools will be the abolishment of our present Board of Education and adopting a better means of selecting men of more liberal views and better financiers than those we have. Some of the members of the board have made themselves ridiculous in trying to inject into the system the race question and petty politics. But wherever ignorance is bliss, it is folly to be wise. We are carrying the Constitution's editorial this morning on our editorial page as the best expression of our views and commend it to the public to read and ponder well as they read it.

Atlanta, Ga. JOURNAL

FEB 18 1927

## CITIZENS PROTEST PLANS TO ABOLISH SIX NIGHT SCHOOLS



## INCOMPETENCY AND CHEAP POLITICS CHARACTERIZE THE MANAGEMENT OF OUR SCHOOLS. RECEIVERSHIP THE REMEDY

Our courts usually take over businesses upon the motion of a creditor, when insolvent and mismanaged. And if there ever was a business that ought to be taken out of the hands of the managers and placed in a receivership for the protection of its assets and the interest of its creditors, it is the public schools of Atlanta. We know of no business in our city so badly mismanaged as the public schools of Atlanta are mismanaged by the present Board of Education. A bunch of school boys could give us a better management than the present members of the Board of Education. Such management, such unrest and such dissension as characterize our public school system, as a result of the management of the Board of Education, would wreck any business in Atlanta. And if it were possible to junk the public schools of Atlanta, not only would the Negro end be wrecked, but the entire system would fail for the want of business acumen, by reason of the incompetency of the men in charge. The members of the Board of Education are public servants and their conduct is subject to public criticism.

The threat to close the public schools every six months, to chop teachers' salaries and to shorten the term, which does not lie in the authority of the board, does nothing but disorganize the system, and make the taxpayers unwilling to furnish any more revenue, if it is necessary. The public has no confidence in the Board of Education, and some of them ought to resign, for the reason they are practically in the hands of a receivership now. There is no board of education in any city in the country that has a citizens' committee to supervise over it, and act as guardian for it, because it has shown a lack of business ability to conduct the schools. We have stood by the Board of Education; we have fought every

movement to abolish it, but it appears to us, now, that the best thing Atlanta can do, is to abolish the Board of Education and let the City Council run the schools as it used to do. A state of intolerance enshrines the conduct of the Board of Education. Petty politics and race prejudice is the rule, rather than an exception. The management of our schools, as conducted now, is likely to engender race prejudice of the bitterest kind, for the Negroes of Atlanta are not going to sit idly by and see the doors of their schools shut, and thousands of their children put in the streets to grope in ignorance, without protesting. Knowing the good people of Atlanta as we do, and knowing that the majority of them are liberty-loving and God-fearing people, we do not believe that they will stand much longer for the Board of Education to make a football of the Negro end of the public schools. The public school is a public institution, belongs to all the people, and it is not only un-Godly, but it is inhuman to cut the Negro's opportunity for education as a panacea to hide the incompetency and mismanagement of the Board of Education. The board seems to think to outlaw the Negro will hide their failure to discharge a public duty.

Nobody believes that the public schools are going to be closed at any time, or the term shortened, or salaries clipped. The Board of Education is not going to do anything, except to mismanage our public affairs, and outlaw the Negro. They have neither the vision nor courage enough to do anything else.

The night schools are a blessing to the people of Atlanta. There are hundreds of Negro boys and girls, men and women, who are now in the night schools who would be in idleness and devilment at night. The night schools are largely contributing the Tuskegee idea to public service in Atlanta. Hundreds of domestic servants, who are engaged in the homes of the best white and colored people in Atlanta, attend night school, and are making themselves more efficient to render satisfactory service, and to increase their

wage-earning power. But these conditions are not going to change until the public conscience is aroused. And the Board of Education and the Negro-hating white man are going to continue to limit the Negro's opportunity to educate his youth, as long as the Negroes themselves and especially the educated Negroes sit idly by at card games, social clubs, frats and sororities engaged in utter selfish activities, that neither develop the man morally, intellectually or physically.

The Independent calls on the educated Negro, in common with the uneducated man, to come out of his shell and out of his temple of idleness and discharge his duty to the community. The Independent would like to know what the Twenty-Seven Club stands for, the Nine O'Clocks, the Twelve, the Fine Arts Club, the Graduate Club, the Omega Psi Phi, the Alpha Phi Alpha, the Kappa Alpha Psi, the Phi Beta Sigma and the Business League, if they do not stand to contribute to the better life of the community. These institutions are not felt in Negro life in Atlanta. They contribute nothing, except such idle selfishness as may accrue to their own personal benefit. They appoint themselves leaders of the thought and character in the community, sit down and do nothing and throw bouquets at themselves, because of the culture, they imagine they have, and the clothes they wear. They are rather a backset and hindrance to the real progress of the race and community. They make education a curse and argue tellingly that higher education is a failure among Negroes. What we want is every church, every school, every club, every movement in Atlanta to rise up in righteous indignation and protest against the abolishing of our night schools because of the mismanagement and incompetency of the present Board of Education.

These schools are not going to be abolished, because they ought not to be abolished, but if the Negro sits down congratulating himself about his individual accomplishments, something hurtful is very likely to happen.

The City Council has just levied a tax of \$800,000 to meet a deficit because of the wastefulness of the public school management. This was supposed to meet all of the deficit and continue the school system as now, but the taxing of the water we drink does not seem to furnish the remedy and as a further penalty upon education and a premium upon ignorance, six Negro night schools are to be abolished and a large number of school teachers are to be put out of jobs, after having planned their year's work and made obligations predicated upon their year's salary.

It is time that the Negro teachers quit being cowards and afraid to open their mouths because they would lose their jobs. They are going to lose them anyhow, so why not lose them fighting. The attitude of our colored teachers reminds us very much of the little boy whose mother often carried him to town, and every time he went to the city, the little town boys would call him a fool. So his mother took him to town again and told him not to talk, not to say anything when the town boys chided him. So he tried the game

of silence on his next trip, but when his mother returned to the wagon where she left him, he said, "Mamma, I did not say a word and the boys found out I was a fool anyhow, because they said, 'Let the old fool alone, he does not even know how to talk.'" The Board of Education reminds us of the City Council a few years ago when the people were demanding economy and retrenchment in the budget, one of the city councilmen announced that "we have dropped forty-eight Negro cart drivers, who received \$1.75 per day from the pay roll in the interest of economy and retrenchment." So, the Board of Education discovered that they were half million dollars short, and they decided to cut out six Negro night schools, which will save in the retrenchment possibly ten thousand dollars out of a half million dollar deficit.

# BUDGET CUT NEGRO SCHOOLS MAY CLOSE

## Postpone Time of Closing In Hope Of Averting Need

Atlanta, Ga., February 17.—(Special to the Bee)—Atlanta schools probably will be closed a month between September 1 and Jan. 1, several school consolidations will be made, six Negro night schools abolished and a general program in Atlanta put into effect at once, according to a vote of the Atlanta school board last Thursday in slashing a fund of \$343,520.20 from the "B" budget of the board. This cut brought the revised budget within the appropriation limit anticipated for educational purposes, and assures payment within the appropriation limit anticipated for educational purposes, and assures payment within 48 hours of salaries due employees for January. It was announced. Several hundred Negro teachers are without pay for the month of January, and it was thought several days ago that the schools in colored sections would be closed, but the Board of Education stated that the cut will effect all schools alike. Six white night schools will also be dropped this week.

During the time schools are suspended, teachers and other employees of the system will receive no remuneration. This is tantamount to cutting salaries of all employees one-twelfth for this year.

**Negro Teachers' Salaries Lower**  
Salaries for teachers in the colored schools are much lower than the white teachers, and in many cases there are not enough teachers to handle the number of students properly.

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There is a possibility that citizens of the city will vote a charter amendment providing adequate funds to keep the schools open before the time for actual closing

Colored Citizens Contribute  
Negroes of Atlanta have called a mass meeting to help secure funds to help maintain the colored schools of the city. This is the first time in the history of the city that school funds have been short, and citizens of both races are considerably disturbed.

arrives this fall, it was pointed out. A special committee from the board and from the school committee of the city council is now preparing such paper to be submitted to the Georgia Legislature this summer and it is expected that it will be laid before the people in referendum this fall.



# INCOMPETENCY AND CHEAP POLITICS CHARACTERIZE THE MANAGEMENT OF OUR SCHOOLS. RECEIVERSHIP THE REMEDY

Our courts usually take over businesses upon the motion of a creditor, when insolvent and mismanaged. And if there ever was a business that ought to be taken out of the hands of the managers and placed in a receivership for the protection of its assets and the interests of its creditors, it is the public schools of Atlanta. We know of no business in our city so badly mismanaged as the public schools of Atlanta. They are managed by the present Board of Education. A bunch of school boys could give us a better management than the present members of the Board of Education. Such management, such unrest and such dissension as characterize our public school system, as a result of the management of the Board of Education, would wreck any business in Atlanta. And if it were possible to junk the public schools of Atlanta, not only would the Negro end be wrecked, but the entire system would fail for the want of business acumen, by reason of the incompetency of the men in charge. The members of the Board of Education are public servants and their conduct is subject to public criticism.

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# BUDGET CUT

NEGRO SCHOOLS

## MAY CLOSE



Education - 1927

Common Schools, Condition of.

# Negro Public School Inaugurated in 1872 By City of Columbus

By NANCY TELFAIR  
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The history of the public schools for Negroes in Columbus dates back to mid-year of 1872 when by an act of the city council the board of education was instructed to establish two such institutions.

At that time there were only two schools to serve the white children, one for girls and one for boys. The income allowed the school board was meagre and for some years the appropriations from the state were very precarious. As a part of the city's organization the public schools of Columbus had been established in 1866 and the original provision was that "no person of color" should pay any part of the school tax, thus the Negroes were prohibited from sharing benefits of the common school.

However, when public education advantages were organized for the white children in Columbus the Negroes had better opportunities at their disposition than were open at the time to the white children. There was much interest taken in education of the Negro by northern abolitionists and philanthropists after the war. Numberless teachers immigrated to the South to educate the Negroes at no cost to their proteges. Meanwhile the education for the whites was confined almost entirely to the higher class who could afford to pay high tuition costs. The middle and lower classes of whites had negligible advantages.

The Enquirer-Sun of a few months ago recorded in the "News of the Sixties" column the departure of several "Yankee school marmes" who were said to be the last of those who had come to the South to open schools for the Negroes. Expressions of gratitude at their leaving were also noted.

## School Committee Named

On June 11, 1872 the board of education of the Columbus schools received instructions from Mayor John McIlhenny that the city council had passed resolutions providing the establishment of two Negro schools for the Negro population. A committee of trustees composed of J. A. Fraser, J. M. Estes, N. N. Curtis, B. F. Coleman, and Superintendent George Dews was named to have charge of the matter.

At that time a school for Negroes was already in operation. A plot of

land in the northeast section of the city, as the limits were fixed then, had been purchased and named the Claflin Academy. Arrangements were made whereby this property passed into the hands of the school board, on condition that it should never be

used for any purpose than the education of Negroes. At the present time it is the only piece of property which is owned by the school board, the other under its administration being in the possession of the city.

Claflin Academy did not pass into the hands of the board until eight years after the establishment of the Negro schools as part of the system. Meanwhile provisions had to be made for pupils in order to carry out the ruling of the city council.

## First Negro School

The first Negro school was established in the Temperance Hall, a building located on First avenue between Twelfth and Thirteenth streets which was rented for the purpose. The pupils were to furnish their own books and supplies, and in case the parents did not equip their children with the required text books, etc., the children were not allowed to remain in school. Cases where poverty was the reason for non-equipment were excepted, it seems.

Accommodations at the Temperance Hall proved inadequate and inconvenient, but continued for some years. Beginning in June the Negro school reported an enrollment of 292 pupils by February of the following year. To aid in the support of the school an appropriation of \$600 per year had been obtained from the Peabody fund.

In May 1875 it was decided that the city purchase for a Negro school an old African Methodist Episcopal church building on the commons located at Eleventh street and Sixth avenue. The cost was \$800, part to be paid in cash and the rest on time.

To meet the payments building and loan stock was purchased by the school board.

At the beginning of the following session when the building was put in use, a loan had to be arranged to cover the \$1,500 which had been necessary for repairs, etc., for the church building.

## Schools Filled Early

In October, shortly after the term opened the Negro schools were reported full and no more pupils were accepted. There were 433 in attendance at the time which was twenty-

one more pupils than the number enrolled in the white schools. The principal at that time was Prof. A. J. Ketchum, white, and he was assisted by five teachers. The principal was paid fifty dollars per month and the teachers received twenty dollars a month. The operation of the Negro schools cost \$1,875.

In 1880 the Claflin school at last passed into the hands of the Columbus board of public education. Since 1873 efforts had been made by the board to obtain that academy, but various political and economic influences prevented an agreement. The continuous crowding of the Negro schools and the lack of funds rendered the problem of education in Columbus very acute. Finally on December 10, 1878 Judge J. J. Crawford with John Peabody and W. N. Curtis were appointed by President B. F. Coleman of the school board to confer with the Claflin trustees relative to the transfer of that property. From Col. Mott, president of the Claflin board, it had been learned that the building was not in use, was well furnished and could be used by the city if desired.

The following May the Claflin trustees reported that they would turn over that property to the Columbus board if the latter body would agree to the same terms under which they held it. Those were that the property should never be used for anything other than the education of the Negroes. Meanwhile, in order to get the title to the land and building it was necessary to correspond with the war department of the United States.

## Interest After Civil War

After the conclusion of the Civil War, the government became interested in the education of the Negroes to the extent that active aid in the establishment of schools was given in co-operation with other agencies. In 1868 the federal government through the Bureau of Refugees, Freedmen, and Abandoned Lands organized the Claflin school. White teachers from the north came south to have charge. For several years it was successful, but as enthusiasm burned out, it seems that the attendance decreased. Ten years after its organization, Claflin Academy was a well equipped school building with neither teachers nor pupils.

In 1879 when its transfer to the Columbus trustees seemed imminent, W. H. Spencer, the colored principal of an overflow group of pupils, was sent to the Claflin Academy and another teacher was added to the force. The actual transfer of the school property was made in July, 1880.

## Spencer Gave 50 Years to Work

In the capacity of teacher and principal of the Negro schools and later general supervisor of all the Negro schools Prof. W. H. Spencer served fifty years. He died in the spring of 1925. President T. Hicks Fort of

the school board said concerning his death: "Columbus and its colored schools sustained a great loss in the recent death of Prof. W. H. Spencer, our colored principal. His death confronts this board with a difficult problem, as men of his type are not easily found. His long experience, his temperament and splendid attitude made of him an ideal man for the place to be held, and we shall miss him greatly."

With the transfer of the Claflin property the congestion in the Negro schools was somewhat relieved. The reports of the two years following give continued evidence of the progress of this part of the local system. Enrollment was constantly being increased, teachers were being added, and conditions were rapidly becoming as acute as before the Claflin Academy was obtained.

By May 1882 the Negro schools were again so crowded that the best work could not be done and the city was asked to increase its appropriation so that the Negro pupils could be properly cared for. It was desired that a building of four rooms be constructed on the Sixth avenue property, two of the rooms to be put into condition immediately for the use of the pupils. The request was granted and work begun. However, it was not completed by the beginning of the following term and the pupils were temporarily housed in the basement of the S. James church. The latter part of November saw the two lower rooms of the building completed and the pupils moved from the church.

## Negro and White School Histories Parallel.

The history of the Negro schools from that time to the present has paralleled that of the white schools in Columbus just as closely as the officials could adapt the two programs. The enrollment constantly increased for the next fifteen years. Auxiliary classes to accommodate the Negro population on the outskirts of the city were formed. By 1895 there were two of these groups besides the regularly conducted schools at Claflin and Sixth avenue. At that time there were two other small buildings added to these schools. Twenty-three teachers had charge of the schools and an estimate for the following year's expenses was placed at \$6,425.00.

Three years later, however, there was a falling off in enrollment at the Negro schools. The principal reason was considered lack of adaptability to the courses offered to the life of the pupils.

At this time Superintendent C. B. Gibson was superintendent of the schools and was putting forth his efforts toward the increase of practicality in the curriculum of the entire school system.

## Manual Training Introduced

An enrollment of 944 was reported

at that time as compared with 1,105 of the year before. From 23 teachers in 1895 the number of instructors had fallen to 18.

The following term manual training was introduced in all of the schools in the system, white and colored, and pupils were required to take the course. Sewing, cooking and bench work were inaugurated in all the schools. The entire course, academic and manual training, for the Negro schools was to cover eight years.

Three years later the interest and attendance had increased to the extent that a building had to be erected at the Sixth avenue school particularly for manual training classes. The year following four rooms and a hall were added at Claflin and the capacity doubled.

## Salaries Paid by Peabody

At that time kindergartens had been introduced in the Negro schools and George Foster Peabody assumed the salary of the teachers.

With the organization of the Industrial high school in 1905 for the white pupils of the city, the courses and equipment at the Negro schools were also enlarged. The classes in sewing, cooking, laundry, etc., were expanded to include additional features, and besides a like change in the manual training for the boys, blacksmithing was added to the their curriculum. By the time the industrial high school was built, the program for the Negroes had been developed to a great extent. Another grade was added to the course, the first four years of which were to have carpentry and blacksmithing and the girls were to take sewing, laundry work, cooking, dining service, and household work.

For three years the accommodations served, but again the schools became congested and the school board had to make arrangements for increased activities and enrollment.

It was not considered advisable to add to the buildings on the corner of Sixth avenue and Eleventh street. This property was therefore sold, and a larger, more convenient plot was purchased on Fifth avenue between Sixth and Seventh streets.

## Negro's Raise Building Fund

By 1908 a new brick building was finished at a cost of \$18,000, which was paid for by the accumulation of book fees, donations from friends of the schools and by proceeds of sale of the Sixth avenue property. The city was not called upon to pay any of the cost of the structure. The new lot was purchased for \$3,000, the old property being sold for \$10,000. Sixteen large class rooms for the teaching of the grades and academic subjects were included in the new building, and provisions for kindergartens, carpentry, cooking, laundering, sewing, etc. It was planned that a building be erected in the yard by teachers and pupils as part of the course of instruction to care for the classes in blacksmithing, brick laying, and shoe and harness repairing.

A year later the enrollment of the Negro schools was given at 1,149, divided as follows: boys, 504; girls, 645. There were 27 teachers, five being men, and the value of the building and sites, exclusive of equipment was placed at \$50,000. These figures

Georgia.



apply only to the Negro schools at that time.

#### Local System Attracts Interest

In 1913 following an exhibition of the industrial work done in the schools of Columbus at the Conservation Exposition in Knoxville, Tenn., the local system was the center of a great deal of public interest. Nor did the Negro schools lack their share of commendation from the outside. Special inquiries from all over the United States were made as to the program of the schools in Columbus, and articles appeared in periodicals and newspapers throughout the country.

In "The New Education," by Scott Nearing, who had formerly written up the schools in Columbus for The Ladies Home Journal, the Negro schools are cited.

"Boys and girls alike," said Mr. Nearing, "devote a considerable portion of their time to industrial work. The main purpose of this work for Negroes is to prepare them for the line of industrial opportunity open to them. The school reports that it has developed a number of good blacksmiths, carpenters, cooks, seamstresses, and laundresses. Pupils who remain in the schools long enough to complete the course are able to earn, upon leaving school, about twice what they would be able to earn had no such training been provided."

In 1914 when the department of medical inspection was established in the schools a special colored physician assisted by a trained nurse was given charge of that department in the Negro schools.

During the World War the Negro schools suffered with the others in the city in lack of teachers, equipment, etc., but they were among the first to rally upon the concluding of peace.

In 1917 when the Smith-Hughes law, passed by congress and ratified by the states, went into effect and provided special funds for vocational classes, Columbus was among the earliest cities to take advantage of the opportunity for increased appropriation.

The Smith-Hughes law provides that federal and state aid shall be given to such classes as devote half the school period in actual industrial work, directed by special teachers and follow a prescribed program. In Columbus the Industrial High school as well as the negro schools were aided by this provision. Fifty per cent of the curriculum is given to shop work in the various departments, thirty per cent is given to instruction in subjects allied to industrial education, such as mathematics, etc., and the remaining twenty per cent may be devoted to purely academic work, such as literature, etc.

The Negro schools receive an appropriation for this work that amounts to about \$1,200.00.

In 1920, when the city limits were extended and a consequent increased enrollment in the Negro schools produced crowded and congested classrooms, another building was added on the Clafin property. The frame

building was renovated. It was completed in 1921 and is of the one-story type, finished with hollow tile and brick. It provides for eight classrooms that will seat 400 pupils.

#### A Word in Behalf of The Negro Night Schools

Editor Constitution: Please allow me enough space in your paper to say a few words in respect to the Negro night schools.

A program of a constructive and an instructive nature is being put over by and for our group. As principals and teachers we feel that we would not be worthy of the job if we adhered strictly to the teaching of the three R's, when it is so necessary that they have instilled in them the principles of health, honesty, self-respect, loyalty to employers and respect for law and order.

One of the definite purposes of the night schools is to reduce the criminal element of Atlanta by inducing them to attend the schools instead of loitering and loafing.

Regular inquiry as to the kind of satisfaction being given in the homes where our people are employed, revealed the fact that in a certain case to the proud father's surprise, the nurse, a pupil in my sixth grade, was aiding his children with their studies.

They are taught that for loyalty to duty they will get value received. "Stopping the clock to save time" does not help much.

M. S. WOODALL,  
Principal Wesley Avenue Night School,  
Atlanta, February 14, 1927.

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#### HOLMES DEPLORES CLOSING OF SCHOOLS

Deploing the proposed closing of six colored night schools by the city board of education, Rev. B. R. Holmes, president of the Holmes institute, declared Sunday that such an act would deprive more than 1,000 colored people, who have not had the opportunity of receiving a common school education, of training that enables them to increase their earning capacity and become better citizens. Rev. Holmes was speaking before the congregation of the second Mt. Zion Baptist church in the chapel of the Holmes institute.

"Since the mass of the colored people remain in the south where they can reach their highest development, it is the duty of the city and state to give them an opportunity of being an asset and not a liability to the community in which they live," he said. Rev. J. T. Dorsey endorsed the address.

Rev. Holmes spoke Sunday morning in the Turner Memorial A. M. E. church on the subject, "A Christian Community." Rev. J. Drakes praised the work of Holmes institute, and J. V. Johnson also spoke.

#### ALBANY TO VOTE ON CIVIC BONDS

Question of Issue For Improvements to Be Decided Mar. 7

ALBANY, Ga., Jan. 28.—Albany voters will go to the polls March 7 to pass on the question of issuing \$174,000 in bonds for public improvements. The proposed issue would provide \$50,000 for the water department to be used for enlarging the plant, extending the mains and new equipment; \$10,000 for the light department to be used in plant extensions and rebuilding the distribution system; \$35,000 for the gas department, to be used for plant enlargements and extensions of the mains; \$20,000 for street improvements; \$10,000, for additional storm sewers; \$2,000 for traffic signals; \$30,000 for additional negro schools and improvement of existing buildings; \$5,000 for additional facilities at the high school; \$12,000 for extension of street lights.

Practically no opposition is being expressed to the bond issue and it is expected that every item will be ratified by a large majority. Registration will close tomorrow.

#### Asks Fair Treatment For the Negro Schools

Editor Constitution: Surely it must be a matter of deep regret to forward looking Atlanta men and women to learn that it is the intention of the school authorities to close six of the eight negro night schools in order to conserve a little less than \$18,000 per year, which, I am told, is the cost of maintaining these six schools. There are some four thousand negro men, women, boys and girls who are now attending classes at the eight night schools which serve the colored population.

Through civilization, I learned that many of these men and women were unable to read or write at the age of 40. They are earnestly applying themselves to the obtaining of such learning because it insures the retention of their jobs. I am referring to maids and butlers especially, who, in order to keep their jobs, must be able to take telephone numbers and messages properly. Many of the boys and girls who attend the night classes must work during the daytime in order to supplement the incomes of their families. Also I call your attention to the fact that many of the students attending the night schools learn to sew, cook and do home nursing by reason of the opportunity offered them under the Smith-Hughes funds.

Because of mistakes made by those in authority, which mistakes were no doubt unintentional, it seems a pity to me that the negroes should be penalized. I realize that the educational authorities are doing what, in their judgment, seems best and I know the many difficulties with which they are confronted. At the same time I feel impelled as a citizen having Atlanta's interest at heart to protest against this evident discrimination against our negro citizens and I feel that every effort should be made to keep all of the eight negro night schools open. It should be borne in mind that hygiene and citizenship are taught in these classes and this, in itself, would justify the continuance of these schools.

It is to be sincerely hoped that the board of education, together with the citizens' advisory board, will work out a plan whereby these four thousand negro students may be permitted to pursue their studies.

JULIAN V. BOEHM.

#### Consolidated School For Negroes Planned By Lyerly Principal

Lyerly, Ga., February 27.—(Special.)—Through the efforts of Professor R. B. Nichols, prominent negro educator of Lyerly, four small rural schools have been consolidated and a \$6,000 high school of the Julius Rosenwald four-teacher type is being built three miles southeast of Lyerly and will be the only colored high school in the county.

The new school building is to be of brick and concrete with 77 feet of floor space, with six classrooms and auditorium. The building site, consisting of six acres, was donated by Professor Nichols, as well as 20,000 feet of lumber for frame work of the negro Baptist of north Georgia \$3,000 of the fund for the new school. \$1,100 is donated by the Rosenwald fund, \$500 is to be paid by the school district and the remainder is to be raised by popular subscription.

#### Abolition of Negro Schools Protested

A petition drawn up and signed by a number of well-known citizens of the city has been presented, through James Morton, secretary of the Atlanta Committee on Church Co-operation, to the citizens' committee advisory to the Board of Education, protesting against the proposed action to abolish the six negro night schools which are at present maintained for the benefit of adult illiterates.

It is said that these schools have been doing an invaluable service to more than 4,000 of the city's most needy people. It teaches domestic service, home nursing, dressmaking, tailoring, bricklaying, carpentry and other courses in industry. The proposed change, according to the Board of Education, is in the interest of economy.



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Common Schools, Condition of

ATLANTA, GA. Constitution

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JULIAN V. BOEHM.

SAVANNAH, GA. NEWS

MAY 2 1927

## STATESBORO HAS NEW NEGRO SCHOOL

### EXERCISES ON SUNDAY

#### Dr. B. W. S. Daniels Delivers Principal Address

Yesterday was Founder's Day at Statesboro at the Statesboro High School for Negroes. Nearly 1,000 visitors and friends from the adjoining counties, and from Chatham county, had gathered here in the splendid new school auditorium to do honor to Principal William James.

He went to Statesboro just twenty years ago, found the negro school housed in an old rather dilapidated society hall. Although in a small town with meager resources, James immediately set about to improve conditions. Three years ago a devastating fire swept away not only the school buildings, but the principal's own private home. But he completely had the interests of the educational plant gotten into the hearts of the community here that his friends here, and in parts of the North, rallied to him. Now a modern brick structure with grounds and accessory buildings such as dormitories and shops affording accommodations for 800 school children, valued conservatively at \$30,000, is a visible asset to our city and county.

The principal address was delivered by Dr. B. W. S. Daniels of Savannah. Among other things Dr. Daniels said:

"When slavery was abolished some sixty years ago it became the duty and the privilege of the white people of the nation to prepare the slave and his descendants for full citizenship. The North began at once to establish schools and mission stations. The South in its poverty and lack of understanding of the real issues, wavered for a while. Then she took up hesitatingly the prodigious job of elementary public education for the children of the freedmen. This was fifty years ago. What a change today! In every state of the old South we have compulsory school laws. School officials are insisting that every negro child shall go to school, and at least become proficient in the so-called three R's. In many progressive communities such as yours public officials are advocating and carrying forward a program of public high school training for negro youth.

"Here is the outstanding fact: White people and negroes in this Southland are seeing together, now as never before, that whatever helps white people helps negroes, and what improves negroes must eventually push forward the whole community. This principle applies to better schools, better churches, better hospitals, better homes, better and more factories, better farms, better men and women.

"I want to see more factories in every Southern town and city. Practically every article of wear, home furnishings, come from other parts. A bale of cotton bringing

\$50 here in the South, sent away, returns to us in manufactured articles valued at more than \$1,000. More factory payrolls in the South will keep our negro labor here, well paid and happy. It is high time that the capital of the South so largely in Caucasian hands, should realize on this great Southern labor asset to the advantage of both.

"The building of great industrial and technical schools along the line of your school here will usher in a day of dignified labor and a wonderful era of prosperity now little dreamed of in our common Southland. The presence of your white friends here today demonstrates their deep interest in this greater program, and presses home the fact that our next door neighbor should be our best friend. Long live Principal William James and the good work here to which he has dedicated his life."

Hon. J. E. McCroan represented the white citizens of Statesboro in the program, and spoke very feelingly of Principal James' unselfish devotion to the public interest of the community.

The complete program follows:

Song.

Remarks, Master of Ceremonies Rev. Scott Dinkins.

Welcome address, Pearl Bellinger.

Scripture reading, Rev. T. J. Lannon.

Invocation, Rev. W. W. Warthen.

Duet, Bertha Moore and Maryetta German.

"History of School," E. D. Lattimer.

"Principal as Builder," R. R. Butler.

Song, "Lift Every Voice and Sing."

"Principal as a Father," Ruby James Parish.

Solo, Mamie Henley.

"Principal as a Citizen," Hon. J. E. McCroan.

"Principal as a Business Man," Walter S. Scott.

"Principal as a Teacher," Eunice Burke.

Introduction of speaker, Dr. H. Van Buren.

Address, Dr. B. W. S. Daniels.

### A SAD SHOWING.

In this issue of The Constitution we print a graphic summary of so much of the annual report of State Superintendent of Education Land as relates to the status of Georgia's public school system among those of the other states of the union.

The picture is one that no true Georgian can look upon with any atom of pride. It should shame every one of them to learn that the state ranks 46th in expenditures for common schools and 47th or next to the bottom, in the opportunities afforded its children to obtain an elementary education!

It is an additional offense to know that this condition has come to pass because the will of the people and the mandatory law of the state have been nullified.

The constitution of the state wisely and effectively ordered that all the children of the state shall have the right to "the elementary branches of an English education" to be provided by the legislature at the cost of the state. An act of 1919 provided "that 50 per cent of all revenue received by the state from all sources of income and taxation shall be used and expended for the support and maintenance of the common schools of Georgia." Nothing could be plainer and more mandatory.

In 1918 the proportion of state revenues allocated to the school fund was 42 per cent and it was the intent of the act of 1919 to raise that to 50 per cent and establish that ratio. But year by year the percentage has dropped persistently until last year, 1926, it was 21, or just half what it was when the 1919 law was enacted.

Meanwhile the population of the state has increased 10 per cent and the children of school age increased likewise. Yet today little more than one-fifth the state's revenues are devoted to the schools as against more than two-fifths nine years ago. The condition is due to the laches of intervening legislatures and is so illegal as to demand prompt reparation.

Mississippi and Arkansas are the only states of the 48 that rank below Georgia in common school expenditures. They are about equal in population and Georgia has 4 per cent more people than either.

But those two states are augmenting their endeavors to wipe out illiteracy and raise the educational opportunities of their children to parity with the most advanced states. By reports before us the public school fund in Arkansas is \$8,864,629; in Mississippi, \$10,532,906.

It becomes painfully threatening that Georgia may fall soon into the lowest rank among all the states of the union. That would be a humiliation supreme for which no pardon should be possible.

We earnestly commend the revelations of the Land school report to the solemn consideration of the parents and patriots of the state, and to the general assembly. That body could search the state for a year and find no better and more crying work for its wisdom than to provide the ways and means to fulfill the law and support the common schools as it commands.

Equalization of opportunity to every child, whether in city or country, competent teachers and adequate teaching equipment are the rights of our children. They should not longer openly and flagrantly be robbed of those rights.

VALDOSTA, GA., TIMES.

SCHOOLS WILL OPEN  
ON SEPTEMBER 19

Arrangements Made to Secure  
Funds For Operation of  
County Schools

Arrangements were perfected on Thursday afternoon by Superintendent of Schools E. H. Beck by which the county school system, so far as the white schools are concerned, may open on September 19th. The colored schools will be able to open on October 3rd.

The opening at that time was made possible by a group of patriotic supporters of the schools, who volunteered to lend without interest



the amount of money necessary to operate the system for one month. By that time funds accruing from the state will be sufficient to carry on the work and to repay the sums advanced.

#### Others Open Sooner

Several of the schools in local tax districts will be able to open on September 12th, with funds made available from local sources. These schools will, of course, have a longer term than those that are operated solely from revenue from the state and county.

Teachers have been selected throughout the system, and are being notified to report for duty at the dates that the schools open at various points.

#### Volunteered Assistance.

Friends of the schools, who requested that their names not be made public, in Naylor, Hahira and Lake Park offered sufficient money to operate the white schools of the county for one month. The money was volunteered by them as a service to the schools and as a sign of their appreciation of the work being done in them.

They offered the money without interest for a reasonable time, and the Superintendent, acting under prior authorization, immediately accepted the offer.

A Valdosta band volunteered enough money for the operation of the colored schools until the state funds became available. The offer was at the minimum rate of interest and the proposition was accepted and colored school system of the county will be operated beginning October 3rd, the usual opening date for the colored schools of Lowndes county.

#### Shows Great Interest.

The volunteering of such assistance on the part of a very representative group of men throughout the county showed the interest felt in the school system. The assistance was deeply appreciated by the County Board of Education and Superintendent Beck, as well as by trustees of individual schools in the county.

While the school system will this year have nearly enough money for operation and debt paying, the funds will not become available until November

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## 10 NEGRO SCHOOLS ASKED OF BOARD

Eight new elementary negro schools, two junior high schools and additions to six others exclusive of libraries and auditoriums were sought Tuesday from funds provided for school purposes by a committee of negroes who appeared before the board of education representing 20,000 negroes of the city of Atlanta.

The petition, which was offered by A. T. Walden, will be considered when the board begins active work of all locating the \$1,000,000 worth of bonds, it was said.

Supplementing the appeal of the negroes, Dr. Plato Durham, of Emory university, declared that the negro supported the bond issue on the promise of the white men that they would take care of urgent needs of negro institutions and provide population.

E. P. Johnson, negro pastor, also spoke in behalf of the petition.

The petition asked that new elementary schools be constructed for the following districts: Ashby street, between the Howard and Gray districts, Bush Mountain-Dimmock, Carrie Steele, Rockdale park, Wesley avenue.

Junior high schools were recommended in the fourth ward and the first ward.

Additions recommended follow: Six rooms to the E. P. Johnson; four rooms and a principal's office to the South Atlanta; eight rooms to the Young Street school, and more requests for additions at Ware and William Crogman.

In addition the petition points out that libraries and auditoriums should be added to all the schools.

## Educational Problem Facing Georgia Strongly Presented in Report Of State Superintendent Land

The annual report of the state superintendent of education, Fort E. Land, to be presented to the approaching session of the general assembly, is a remarkable review of educational conditions in Georgia—perhaps the most comprehensive summary of the kind ever issued.

Its high points are summarized below:

During the year 1926 state and local governments invested \$17,357,227.77 in providing public school education for the boys and girls of Georgia. A consideration of the facts will show that there is no reason for any uneasiness even on the part of the most economical watchdog of the treasury, since during the same year, according to figures compiled with the treasury department, the people of Georgia spent \$64,600,000 for luxuries. Any state that spends such a large sum for luxuries can not claim that it is unable to provide larger amounts for the education of her boys and girls.

Upon one thing Georgians agree, namely, that the boys and girls of this state should be given educational advantages equal to that provided by other states for their boys and girls. In this connection it is interesting to note that according to the figures compiled by the national industrial conference board the three states spending the least per child of school age for education are as follows:

Georgia ..... 46th  
Mississippi ..... 47th  
Arkansas ..... 48th

According to the same board, Georgia's rank among the 48 states relative to educational opportunities provided the boys and girls of school age was 47th. The educational rank given Georgia by Frank M. Phillips, chief statistician of the bureau of education and professor of education in George Washington university, was 44th by the index method and 47th by the rank method. There seems, therefore, to be a close correlation between the expenditure for education and the educational opportunities provided; in other words, we usually get just about what we pay for in education as in the purchase of any other commodity. Since we invest little in education when compared with what other states spend per child of school age, we may expect to have a low educational rank, short terms, inadequately trained teachers, little or no equipment, libraries or laboratories, and as a result an all too large percentage of illiteracy, poor attendance, and inadequate educational opportunities. If we are to improve our educational rank we must invest more money in education. In 1926, according to the national industrial conference board, the average expenditure per child of school age from local and state sources in Georgia was less than \$18, while the corresponding average expenditure for the United States was \$62.07. If the boys and girls in Georgia are to have educational opportu-

nities equal to those provided children by other states, Georgia must make greater sacrifices and provide larger amounts of money for the public schools.

This raises the question, from what sources may additional funds for education be derived? Additional funds must be provided by the local communities or by the state. The constitution of Georgia prohibits the counties of the state from levying more than five mills for the maintenance of the schools. Almost every county in the state is levying the five mills, therefore the county can not provide additional funds for the public schools. The local communities should not be called upon to support their schools because of the inequalities in the financial ability of the different counties of the state to provide for their children equal educational opportunities to provide for its children educational opportunities provided the children in the wealthiest county of the state with a five-mill levy it would be necessary for the poorest county to levy 56 mills and this would be practically confiscatory. It is necessary then that the additional funds required to meet the crisis in financing the schools of the state be provided by the state as such.

In the past Georgians have been proud of the fact that this state, as such, provided a larger percentage of the total revenue for the operation of the public schools than most of the other states. Today this is not the case, since the state provides only 26 per cent of the total receipts for the public schools. In the past Georgians have been proud of the fact that this state, as such, set aside a large percentage of the total receipts of the state for the support of the common schools. Again, today this is not the case. In 1926 nine southern states provided more per child of school age out of state revenue than did Georgia. Georgia in its constitution was the first state in the union to adopt the principle of state responsibility for the support of education, which is now being very generally accepted by the other states. This principle was recognized in the statute law passed by the general assembly of 1919, which provided: "That 50 per cent of all revenue received by the state from all sources of income or taxation shall be used and expended for the support and maintenance of the common schools of Georgia." The following table, which gives the percentage the appropriations for public schools are of the receipts of the state treasury, shows to what extent this principle and this law has been complied with:

In 1918 42 per cent of the total receipts of the state treasury was appropriated for public schools, while in 1926 only 21 per cent of the total receipts was appropriated for public schools. In other words, the percentage of treasury receipts appropriated for public schools in 1926 was only one-half that of 1918. In the appropriation for public schools in 1926 had been as large a percentage of the treasury receipts as in 1918 (42 per cent), the appropriation for public schools would have been \$10,052,-

472.15. It is interesting to note in this connection that the treasury receipts as listed above do not include \$2,651,254.96 federal highway funds turned over to the state highway department.

The next question is, where will the state get the money it should provide for the public schools? The state can provide funds from only two sources: first, by finding new or additional sources of revenue; second, by studying the amount of money the state now receives and how it is being spent in order to find out if a larger proportion of the receipts of the state treasury should be set aside for the public schools. This we call the diversion of funds.

The public schools of Georgia have been waiting for years for the state to find new or additional sources of revenue and to set aside the same for the education of our boys and girls and they have not been found. The incoming general assembly could render no greater service than to provide \$2,000,000 in addition to the \$5,000,000 now provided for the public schools to be used as an equalization fund to be spent in the poorer counties of the state to equalize educational opportunities. If they can not find new or additional sources of revenue to the state, which in 1926 amounted to \$23,934,457.51, is now being spent so as to determine which one of these can be reduced in order to provide additional funds for the public schools. Every citizen in Georgia considers that out of \$24,000,000 received at the state treasury the state should be able to provide more than \$5,000,000 for the public schools. If we are to have no more revenue the question arises, how can we best spend the \$24,000,000 we now have? Will we put first things first? Was the European statesman right when he said, "America is losing its spirituality and its idealism, which is being replaced by industrialism, commercialism, materialism, which will inevitably lead to bolshevism." Georgia could well afford to spend \$12,000,000 of its \$24,000,000 for the education of her boys and girls into whose hands the destinies of the state must be placed.

Year.	Receipts of State Treasurer		Appropriations for Public Schools		Per. Treasury Receipts.	
	\$	%	\$	%		
1918	7,686,445.10	42	3,200,000.00	41	42	41
1919	9,413,311.03	42	3,500,000.00	36	36	36
1920	11,170,500.88	42	4,000,000.00	35	35	35
1921	13,904,607.42	42	4,500,000.00	32	32	32
1922	12,889,801.22	42	4,250,000.00	33	33	33
1923	13,222,121.16	42	4,250,000.00	32	32	32
1924	16,765,264.08	42	4,500,000.00	27	27	27
1925	18,099,924.08	42	4,502,000.00	25	25	25
1926	23,934,457.51	21	5,003,200.00	21	21	21



## Common Schools, Condition of

**THESE JIM CROW SCHOOLS**

"The Negro school in Illinois is an accepted fact," says one Mr. Smith of Duquoin, Ill., in a letter to the Defender. He says further: "It is here to stay." And he goes still further to say that in view of this situation, he has asked the Illinois state superintendent of schools to appoint "a Negro inspector."

Mr. Smith, like many other misguided persons of our Race, who are not nearly as interested in the welfare of the Race as in personal advancement, is on the wrong track. Taking for granted that there are separate schools in Illinois, upon what does he, or anyone else, base the assertion that they are here to stay? Seventy-five years ago Americans, and many of the slaves themselves, were pretty certain that slavery was here to stay and had everyone concerned resigned himself to that belief, slavery most certainly would be here today.

But there were a few hardy souls who had sense enough to believe otherwise, and backbone enough to stand behind their beliefs. And that is the only process by which any community evil may be removed.

There are Jim Crow schools in Illinois. They were brought here through the activities of a few self-interested "Race leaders" in smaller communities of the state who fancied that they were not receiving fair treatment in the mixed schools. They argued that their children could advance faster in their own schools, and that their sons and daughters could get jobs teaching only in Jim Crow schools. The white people readily acquiesced in the suggestion for separation—they always do.

Our Race seems notoriously devoid of foresight in this matter of segregation. We claim that we come to the North to escape humiliating Jim Crow conditions in the South, and then proceed to impose the same conditions upon ourselves in our new communities. Jim Crow schools certainly have not always been in Illinois. The state law expressly forbids any sort of separation based upon race, color or religion. In this state we have the best chance of any states of the Union to fight segregation. We have more political power, more men in public office, more outstanding institutions for combating these evils than any state in the United States, and there are more fair-minded white persons in this state than in any ten states in America. Yet we are faced by the spectacle of dilapidated Mississippi shanties in Illinois passing for schools for our children. We have teachers here just as unqualified and as disinterested as in the worst southern community. We find just as little interest paid our Jim Crow schools throughout the southern part of this state as we find in our sister states of Kentucky and Missouri on the south.

Yet, with these discouraging factors staring

at us, we do not believe it is too late to start housecleaning. If Mr. Smith of Duquoin seeks to do something worthwhile for the Race and the community he will start a fight to abolish those "Negro" schools instead of seeking to make them stronger. This is one of the cases where a half loaf is worse than no loaf. We have the law on our side and with a properly handled campaign we can win public opinion. Illinois at heart is still the state of Lovejoy and Lincoln in spite of the Simon Legrees, the Smiths and Uncle Toms who are daily doing their best to wipe out that spirit of justice, fairness and equality!



Education - 1927

Common Schools, Condition of

APR 2 - 1927

## THE LECOMPTE NEGRO SCHOOL

Dedicated on Sunday—State  
Superintendent Harris  
and Others Speak

Special to Town Talk

LECOMPTE, La., March 29—The Lecompte colored public school was dedicated on Sunday in the city of Lecompte. The occasion proved to be one of the greatest that has ever happened in the history of the colored folks here. Long before the hour for the exercises people began to pour in from the surrounding districts. It is very conservatively estimated that there were between 1,500 and 2,000 persons on the grounds before the exercises were over.

The exercises began at 11:30 o'clock a. m. and continued until 4 o'clock p. m. and at night the people reassembled to hear addresses which were delivered by Prof. J. S. Jones, of Baton Rouge, and others.

The morning exercises were opened with devotions conducted by Rev. C. L. Roberts, D. D., of Cheneyville, La. The pianist being ill, the music was furnished by the principal, Prof. R. E. Long.

The following distinguished educators addressed the meeting, viz: Hon. H. A. White, Hon. C. Cottingham, of Louisiana College, Pineville; Hon. W. H. Jones, vice-president of Rapides Parish School Board and mayor of Lecompte; Hon. J. W. Smith, Hon. A. T. Browne, principal Lecompte High School, and the dedicatory address was made by Hon. T. H. Harris, State superintendent, of Baton Rouge, La.

All addresses were laden with wholesome advice and sane counsel. The address of Superintendent Harris stressed clean living, downright honesty, a love for honest manual labor. He had it understood that the building was dedicated to the highest ideals known to our modern civilization and that the boys and girls who attend the school should be imbued with those principles which stand for law in the home, school, State and nation. This address will live long in the hearts of all who heard it. The coming of these great men will prove a benediction to the entire State and nation, because the seed planted is bound to bring forth fruit a hundred and a thousand-fold.

Dr. Cottingham's address stressed the importance of knowing the advantages afforded by our own State. He pointed out the educational, as well as the economical advantages of Louisiana. He showed in his address the remarkable advancement made educationally during the administration of Prof. Harris. Dr. Cottingham will ever find a whole-hearted welcome whenever he has the opportunity to visit here.

The address of Mayor Jones was laden, as usual, with good and sound advice. In his easy and pleasant manner he readily impressed the audience with the message he had to deliver. Indeed, Mayor Jones "Is the Idol of the Cave" here in Lecompte, among both white and colored.

The meeting was also addressed by Rev. A. R. Kimble, Prof. W. G. Thomas, J. Studevant, Prof. Lafargue and others.

The night meeting was given over to Prof. J. S. Jones, State representative in the Jean's Work. This meeting was also addressed by J. R. Robinson, chairman of the local trustees' board.

Hon. W. H. Jones expressed the regrets of Hon. J. W. Bolton and Prof. W. J. Avery, who could not attend on account of circumstances over which they had no control.

Letters of regret were read from: Bishop R. E. Jones, Prof. J. S. Clark, of Southern University; Prof. T. J. Jordan, Prof. I. S. Powels, Hon. M. C. Graves, secretary to Hon. Julius Rosenwald, Prof. F. C. Curtis, President J. P. O'Brien, of Straight College, Hon. C. J. Pope, manager Louisiana Ice Utilities, Inc., of Bunkie, Dr. L. H. King, editor Southwestern Christian Advocate.

At the night's session resolutions were adopted thanking the good white friends for their encouragement and assistance. Thanking the Louisiana Ice & Utilities, Inc., for five gallons of ice cream, the Cotton Bros. for fifty loaves of bread, and the patrons for fifty-two baskets, and the committee of patrons who labored untiringly to make the meeting a success.

TRIBUNE  
NEW ORLEANS, LA.

Louisiana

JUL 1 1927

## NEGROES TO ASK MORE SCHOOLS

Educational Alliance to  
Plan Poll Tax Drive  
at Meeting

A membership and poll tax campaign will be launched at the second quarterly meeting of the Colored Educational Alliance which will be held at the San Jacinto club, 1420 Dumaine street at 8 p. m. Friday.

Plans will be perfected at the meeting for a movement to obtain additional school facilities for negro children.

Rev. Daniel McNeill, pastor of the Fairborne Street Presbyterian church, will be the principal speaker. Brief addresses will be delivered by W. L. Cohen, negro comptroller of customs; G. Labat, president of the San Jacinto club; Rev. E. W. White, Dr. G. W. Lucas.

Rev. H. H. Dunn is president of the Alliance, and Mrs. D. G. Guidry secretary.



Education - 1927

Common Schools, Condition of

SUN  
BALTIMORE, MD.

JAN 7 1927

## CITY OFFICIALS IN DISPUTE OVER SCHOOL FLAWS

Correspondence Reveals  
Controversy Concerning  
Montebello.

BOARD CONCLUDES  
TO MAKE REPAIRS

Negroes Ask Third Of Pro-  
posed \$10,000,000 Loan  
For Buildings.

Correspondence made public yesterday by the School Board revealed that a controversy has been going on between the board and other municipal departments for nearly three years over alleged faulty design and construction in the new Montebello School.

The correspondence came to light when the controversy was ended suddenly by the School Board voting to make necessary repairs immediately. The board also voted unanimously that the Public Improvement Commission and the Bureau of Buildings should settle the question as to who should pay the repair bill.

### Action Is Urged.

Leading the attack on both municipal departments for their refusal to accept responsibility for the repair costs and on red tape surrounding them, Theodore E. Straus and Warren S. Seipp, School Commissioners, said the time had come for action.

Earlier in the meeting a committee of the Federation of Colored Parent-Teacher Clubs requested the board to assure the Negroes of Baltimore that at least one-third of the proposed \$10,000,000 school loan would be used for new Negro schools. Mrs. William Bauernschmidt, secretary of the Public School Association, said the association in-

dorsed the federation's request.

### Says Politicians Approve It.

"I have discussed this with the leading politicians of the city," Mrs. Bauernschmidt told the board, "and they approve of it."

The board also announced the play areas and school yards to be improved this year out of \$50,000 set aside by the Board of Estimates for that purpose and to be expended by the Chief Engineer's office.

The correspondence pertaining to the defects in the Montebello School involved the School Board, the Public Improvement Commission, the Bureau of Buildings, Mayor Jackson, George F. Wiegardt, former business manager of schools; Miss Ida V. Flowers, principal of the Montebello School, and Mrs. Frank Roseberry, corresponding secretary of the Montebello School Parent-Teacher Association.

### Defects Revealed.

The correspondence revealed that the stair rails were defective, the rail of the gymnasium gallery was loose, school room locks were defective, coat and hat brackets were coming from walls, and pipes outside corridors leading to the gymnasium were exposed.

Henry G. Perring, supervising engineer of the commission, was informed in a letter dated April 11, 1924, that repairs were needed. This letter was submitted to the Price Construction Company, builder of the school. The commission at that time held the repairs were a matter of maintenance cost. In a letter dated December 18, 1924, to Ralph C. Sharretts, secretary to the commission, Charles H. Osborne, head of the Bureau of Buildings, said the defects were a result of "faulty design and not poor workmanship."

### Disagreed With Perring.

In a letter to Mrs. Roseberry, November 26, 1924, Mr. Wiegardt explained that he and Mr. Osborne disagreed with Mr. Perring's conclusions and considered "design and construction faulty."

In her letter, dated April 12, 1924, Miss Flowers not only asked that defective locks, stair rails and coatroom rods be repaired and the exposed pipe covered but declared that radiators in the building leaked.

The stair rail only was considered yesterday by the School Board. The board admitted it had no information as to whether the other alleged defects had been remedied.

"The repairs to the stair rail are going to be made at once," William Lee Rawls, president of the School Board, said. "Some way will be found to pay for it. Just now the School Board is not interested in that."

### Complains Of Lack Of Light.

Laura J. Wheatly, spokesman for the federation, told the board that Negro students were housed in buildings which white children have cast off. The eight-ten worst schools in the city, she declared, have been assigned to Negro students. At School No. 118, she continued, classes must be discontinued on dark days because of lack of light. School No. 116, built twenty years before the Civil War, is in a dangerous condition and "not fit for a cattle pen," she asserted.

School No. 114, she added, has been condemned in every school survey made in the last forty years. She asked that the Rogers avenue colored school be replaced. Crowded conditions in the colored elementary schools have created similar conditions in the Colored Junior High School, she explained.

### Asks Administration Building.

She asked for an administration building for Negro school executives and a school for handicapped children. She said \$1,700,000 of the \$10,000,000 loan for Negro schools "would hardly scratch the surface."

## REV. E. A. QUEEN THREATENED AT SCHOOL HEARING

Baltimore County Supt. Of

Schools Said He'd Have  
Him Put Out

HIGH SCHOOL LACK  
RILES COUNTY FOLK

All Balto. County Children

Must Be Sent To City High  
School

Protest against the failure  
of Baltimore County to pro-  
vide high schools for col-  
ored children provoked  
trouble again this week.

Rev. E. A. Queen, pastor of the

A. E. Church at Sparrows Point was threatened at a hearing in the office of County Superintendent Clarence Cooper in the Towson Court-house Monday.

Supt. Cooper told the Afro he'd asked Rev. Mr. Queen to leave his office because of his "manner." Other parents and members of the Parents' Federation however said the Supt. threatened to have the pastor put out.

### NO HIGH SCHOOLS

Supt. Cooper said there are no colored high schools in Baltimore County because the three large centers Catonsville, Sparrows Point and Towson are too far apart to have a central high school. It is necessary to travel thru Baltimore City to go from one of these centers to the other.

### TUITION PAID

For this reason some 60 county children were sent last year to city schools and the county paid their tuition of \$80 in the senior high and \$50 in the junior high. All children promoted from county school 7th and 8th grades were permitted to enter the city's high schools.

Recently Baltimore City raised its school tuition to \$150 and junior high tuition to \$95, and Baltimore County authorities announced that county graduates would have to take a qualifying examination before they would be permitted to enter the city high school at county expense.

### PROTEST

Parents protested that no examination was necessary for whites and simple promotion by teachers was sufficient. While insisting on equal rights Rev. Mr. Queen was ordered from the superintendent's office.

Some of the parents told the Afro they would not permit their children to take the examination which is being held this Thursday at 9:30 a. m. at Towson. Wiser parents said they would send their children to the examination but would protest the unfair measure. An early session of the County Parents' Association has been called.

### DELEGATION

Members of the delegation included also: Elijah Ayers, President Lutherville Association; Geo. Johnson, President Towson Association; Rev. J. J. Baker, Middle River; M. Parran, Catonsville; Geo. Patterson, Halethorpe, and M. Morris, Randallstown. Mr. Johnson, Towson, told Supt. Cooper said that Baltimore County was not in favor of high school education for colored children.

The county system extends at present only to the 7th grade in most places. County parents must pay the tuition for the 8th grade in Baltimore and the county then agrees to pay for 4 yrs. in high school.

Rev. Mr. Queen contended that the county should pay for the 8th grade tuition also.

Supt. Cooper said that if the city raised the tuition to \$175 at is threatened, colored high school education would be costing more than white.

Rev. Mr. Queen, said that colored parents paid taxes and were entitled to high school training no matter what the cost. Peeved at what he

termed the pastor's "audacity" the superintendent threatened to oust the minister. Rev. Mr. Queen walked out on his own accord.

## BALTO. COUNTY SCHOOL HEADS BROKE FAITH

County Wide Parent-Teacher  
Body Says Hi School  
Training Was Promised

EXECUTIVE COMMITTEE  
PLANS BIG MEETING

Drive For County Supervi-  
sor Started; Cherry Hts  
Wants School

TOWSON, MD.—Balti-  
more County school officials  
have broken faith with col-  
ored people.

This was the report of William Johnson, organizer of the County-Wide Parent-Teachers Federation at an executive committee meeting Friday night in the beautiful new hall of the County Relief Association.

Visitors and newspaper men were admitted to hear reports before the committee went into secret session to plan for the big county-wide public meeting of the association tentatively set for later in the month.

Mr. Johnson told how the county school officials had refused to build a high school for colored children and promised to pay the tuition of all eligibles in the Baltimore City High School instead.

Then, he said, when this number increased from 69 last year to a possible 120 this year, the officials decided to cut down by giving a last minute, unexpected test, which flunked 79 out of the 89 pupils who took it. The test, he said, did exactly what it was designed to do, namely cut down the number of children to be sent to high school. Now the parents will have to foot the bill.

Continued on James Two

HAND IN LION'S MOUTH

"We have our hands in the lion's mouth," said Mr. Johnson, who said

Maryland



the county officials had decided that seventh grade education was enough for colored children.

"Think of that," he said. "They complain colored folks cannot measure up to standards, and then they want us to send our children out into life with 7 years of training, where they must compete with others who have high school and college training."

#### NEW JAIL

Mr. Johnson said it is whispered around Towson that the new county police station and jail is being erected to make room for the expected large number of colored criminals in the county. "Wouldn't it be easier to educate them," he said, than to reform them."

#### SUPERVISOR NEEDED

Baltimore county needs new schools at Louley and Hartley, Mr. Johnson said. Our children are walking long distances to school, while the county spends annually the sum of \$44,711 in 1926 to transport white children to consolidated schools. Not one cent goes for colored children's transportation, Mr. Johnson said.

Colored children are entitled to the same educational facilities as others. Mr. Johnson concluded, saying as organizer, he had reached nearly every section of the county.

President Ayers presided.

#### CHERRY HEIGHTS WANTS SCHOOLS

Failure of 79 of the 89 children who took the county examination for high school condemns the white supervisor of colored schools, said Clarence Johnson of Cherry Heights. The county needs a colored supervisor of schools.

Cherry Heights, with 12 elementary and 2 junior high school pupils, asked the aid of the county-wide body in securing a school. The village is located at the end of the Gay St. car line on the Bel Air Road.

#### ASST Supt. HERSHNER'S LETTER

Asst. Supt. Hershner gave the AFRO this week a copy of his letter to school principals dated June 14, which abolished eighth grades in county schools, forbids seventh grade pupils who fail to repeat, and gave nine days notice of the high school entrance examination.

To the Principals of the Colored Schools:

I have talked privately with a few principals in regard to promotions of seventh grade pupils and the rights of the children to repeat the seventh grade work or to attend high school in Baltimore City. It seems necessary to make a written statement for your guidance in this matter.

Prior to the approval of the Board for payment of tuition of high school pupils in Baltimore City, the three largest colored schools of the County were given the right to conduct eighth grades. Some of the principals of the two-room schools permitted a number of the seventh grade pupils to remain in the seventh grade for two years, taking advance work. The principals were notified later that the eighth grade would be discontinued after June 30, 1927.

I learn from some of the principals that a number of parents are making requests that the children be permitted to remain in the seventh grade for another year. This is contrary to the instructions you received and cannot be permitted. It is in effect continuing the eighth grade work in the colored schools.

Pupils who are low grade mentally and have been in school regularly for one year in the seventh grade should be promoted without certificates of graduation and they should be encouraged to find something to do in the business world. It seems useless to permit children who are fifteen and sixteen years of age to repeat the seventh grade if they do not have the ability to profit by further school instruction. Then too, teachers should be honest in their dealings with the

pupils who are doing satisfactory work in the seventh grade. They should not be held purposely in the grade for two years when they have done satisfactory work which would entitle them to promotion.

Since the Board of Education has decided to pay the cost of high school instruction it seems necessary for the Board to fix certain standards for entrance to high school. In order to relieve the principals of the responsibility the superintendents will conduct an entrance examination on Thursday, June 23rd beginning at 9:30 at the Towson Colored School. Only seventh and eighth grade graduates will be eligible for examination.

You are requested to send PROMPTLY the names of students who will in all probability be applicants for free tuition in the Baltimore City high schools by County examination.

I would suggest that you classify these pupils in three groups according to ability, scholarship and habits of study: "A" for highest ability and scholarship, "B" for average ability and scholarship, "C" for low ability and scholarship.

I am also requesting that you mail to this office at an early date a list of pupils who are now students in the high schools of Baltimore City. State the name of the school, whether junior or senior high and the year attending if you know it. Be very careful to state how many have withdrawn from the roll of high school students during the year. This will help the office to check the correct number of students for whom we should pay tuition.

Yours sincerely  
J. T. Hershner,  
Assistant Superintendent  
Baltimore County Schools

White voters of Baltimore County are not aware of what the school officials are doing. No place is more available and no time more fitting than now for the show down

## Education What Is

The Baltimore County Board of Education has an rule which declares that colored pupil who fail to make a passing mark in elementary grades shall not be permitted to repeat. This rule automatically excludes from school any child who fails to pass from one grade to another at the end of the school year, and was designed originally to prevent seventh grade children from remaining in school the additional year needed to qualify them for Baltimore city high schools. There are no colored high schools in Baltimore County where education for our group stops at the seventh grade.

Last week the county school board forgetting the rule above mentioned promulgated the new regulation which provides that children under 15 who graduate from the seventh grade may repeat that grade and continue in school until they are 15 years of age. This new rule enables the county school officials to stay within the state compulsory education laws.

Nothing anyone can say condemns Baltimore County school officials more severely than these two rules. For whatever purpose they were designed, their effect is to eliminate the under-average children from the schools altogether and to make the average pupil dissatisfied with education by compelling him to remain two years in one grade.

These rules are concrete testimony that Baltimore county school officials are not conducting colored schools for the benefit of the children, the parents or the community.

The Parent-Teachers County-wide organization does well to protest and to demand a high school for county children.

They should go further. They should employ competent attorneys to yank the school officials into court and show to the white as well as the colored voters of the county how incompetent they are.



## TO TEACH A TEACHER

MISS WILHELMINA CROSSON SELECTED TO HAVE A STUDENT TEACHER WITH HER TO OBSERVE HER METHODS—ANOTHER BENEFIT OF MIXED INSTITUTIONS—KEEP SEPARATE SCHOOL OR INSTITUTION IDEA DOWN IN MASS.

Miss Wilhelmina Crosson has been chosen by her principal, Miss Gertrude E. Bigelow, as the fourth grade teacher, who shall have for the rest of the year a student teacher from the Boston Teachers College. This student will observe Miss Crosson's methods, means, and devices of imparting to the little one the "three R's".

3-30-27

## Victory Over Segregation Idea

It is indeed significant when one of the opposite race sits under one of our own race to observe her teaching. Miss Crosson is considered one of the best fourth grade teachers in the Hancock District and there happens to be eight fourth grades. It has been said by all who have visited her class that the atmosphere which permeates is one of kindness, cooperation and love.

## Anti-Segregation Motto

Miss Crosson says that each and everyone in the class (teacher included) has as her motto "Living and working together brings joy." Surely the observer will go away, not only rich in methods of teaching the various subjects, but the love of all mankind as well.

TRIBUNE

## SCHOOLHOUSES AND PROPERTY.

In 1925-26 Cabarrus county ranked 68th among the counties of the State in the number and value of schoolhouses and property for rural white children. The county ranked 21st among the counties in the number and value of schoolhouses and property for rural colored children.

In State School Facts we learn that in 1925-26 there were 54 white schoolhouses in this county, valued at \$394,075. This was an average value of \$7,298, with an average value per child enrolled of \$72.45.

For the same year there were 24 colored schools with a value of \$143,100, an average of \$1,096 and a per student value of \$30.29.

The total appraised value of all the public school property used for elementary and secondary educational purposes was \$84,541,828 on June 30, 1926. This was an increase of \$13,835,993 over the preceding year and nearly three times the value of property used for these purposes during 1920-21, five years previous—or going back still further the value of the school property in 1925-26 was more than twenty times the value of that used in 1905-06.

The change in the number of schoolhouses from year to year is very interesting. At the close of the school year 1925-26, there were 6,795 schoolhouses in which elementary and high school instruction was given to both the white and colored children of the State. Two years previous 1923-24, there were 7,360 schoolhouses used for this purpose; and in 1904-05 there were 7,376, approximately the same number.

In other words, the total number of schoolhouses increased gradually year by year from 1904-05 till 1918-19. Since that year the number of schoolhouses at the end of each successive school year has been decidedly less than each preceding one.

Therefore by having an annual increase in the value of school property, and an annual decrease in the number of schoolhouses, the value per schoolhouse from year to year has increased at a greater rate of speed. In 1925-26 the average value of school property per schoolhouse for the State was \$12,306; in 1918-19 it was \$1,978; and in 1904-05 only \$432.

From 1904-05 to 1909-10, the average value of property per schoolhouse did not double; from 1909-10 to 1914-15, to 1919-20, it more than doubled; and from 1919-20 to 1924-25 it more than trebled. At this rate the average value of a schoolhouse at the end of the school year 1929-30 will be approximately thirty or thirty-five thousand dollars.

The average value of the rural schoolhouses for white children is \$9,727; whereas for city children the average schoolhouse has a value of \$102,550. The average value of the rural schoolhouse in 1925-26 was not as great as the average

value of the city schoolhouse in 1904-05. This is due, of course, to the many small schoolhouses in the rural districts that are still in use; whereas in the cities due to concentration of school population large buildings were erected at a greater cost. Due to the advent of hard-surfaced roads, the consolidation of schools and the transportation of pupils have been made possible in the rural districts. This fact largely accounts for the decrease in the number of schoolhouses from 1919-20 down to the present time.

The average schoolhouse used by the rural colored children was valued at \$124 in 1904-05 and \$1,668 in 1925-26, whereas the average schoolhouse used by the city colored children was valued at \$3,134 in 1904-05 and \$31,069 in 1925-26. In other words, the average value of the rural schoolhouse in 1925-25 was about one-half of the value of the average city schoolhouse in 1909-10.

In 1904-05 the value of rural school property per white child enrolled was \$4.79, whereas in the same year the average value of city property per child enrolled was \$37.61. During this year the average value of colored school property was \$2.07 and \$12.00 for each respective division.

In 1925-26 school property for white children averaged \$92.53 per rural child and \$250.41 per city child, a difference of \$157.88, or over twice as much. In this year, 1925-25, the average value of colored school property per child enrolled was \$18.96 in the rural schools and \$86.94 in the city schools. It is evident, therefore, even though there has been a considerable decrease in the number of rural schoolhouses that the per capita value per rural child enrolled in school has not kept pace nor reached that of the city child. The average value of property per rural white child is not quite where the per capita city white child value of school property was in 1919-20.

The 4,402 schoolhouses used for white children were appraised at \$73,729,278, and the 2,393 schoolhouses used for colored children were valued at \$8,812,550—an average value of \$16,749 and \$3,683 for each schoolhouse of each respective race.

The white pupil enrolled has an average of \$130.70 worth of school property invested, and the colored pupil \$34.61.

The city schools are very much better equipped with property than the rural schools; and the larger the cities, the more property there is available for each child. In the eight largest city systems the average value of school property per child enrolled is \$291.92 for the white race and \$107.42 for the colored race. City Groups II and III having an equal number of schoolhouses, each also has about an equal amount of school property for each child for each race.

The rural schools have less property per child than any other group—\$92.52 per white pupil and \$18.90 per colored pupil.

There are more schoolhouses used for the education of the white children of Wilkes county than any other rural system, 124. There are fewer schoolhouses for white children in Camden County, 8. The 124 schoolhouses are appraised at \$460,740, or an average value of \$3,716 per schoolhouse and a per capita value of \$51.91; whereas the 8 schoolhouses in Camden county are valued at \$90,000, or an average of \$11,250, and a per pupil value of \$84.75.

Washington County has the largest per capita investment per rural white child \$252.38. The lowest per capita investment is in Cherokee County at \$21.29. This is a very wide range, nearly 12 times more property per child in Washington than Cherokee.

In 1924-25 only 13 counties had a per capita investment per white child enrolled of \$100 or more; in 1924-25 there were 33 counties in this group; and in 1925-26, 39. This shows the increasing value of school property in these rural systems.

Buncombe County has more money invested in rural school property for white pupils than any other county, \$1,844,190. Five counties, Buncombe, Guilford, Robeson, Rockingham, and Johnston, each has over a million dollars invested in school property used for white rural children.



## Common Schools, Condition of

### 22,604 LEFLORE STUDENTS

Negro Children Outnumber Whites  
Almost Four to One.

GREENWOOD, Miss., Aug. 21.—With the county schools of Leflore County opening for the 1927-28 session on Sept. 12, and the Greenwood city schools opening on Sept. 19, the figures recently compiled and released today by L. S. Rogers, superintendent of education of Leflore County, prove doubly interesting.

The figures are the 1927 enumeration of educable children living within the confines of the county. The following figures represent the white school children.

Students attending one-teacher schools, 118; students attending consolidated schools, 2,917; students attending the Greenwood city schools but living outside the Greenwood separate school district, 258; students of the Greenwood separate school district, 1,560; total of the Greenwood city schools 1,818; total white school children in county, 4,853.

Figures released on colored educable children are as follows:

Students attending county schools, 15,942; students attending the Greenwood district, 146; students of the Greenwood district, 1,663; total attending the Greenwood schools, 1,809; total colored school children in county, 17,751.

The grand total of both white and colored students of Leflore County schools is 22,604. The enumeration only includes students between the ages of 5 and 21.

the schooling of the children during the coming school term.

WASHINGTON, Aug. 3.—The National Education Association Saturday started a movement urging Congress to grant Federal aid in the reconstruction of schools destroyed by the Mississippi flood.

In an appeal to secretaries of the State associations affiliated with the national organization, J. W. Crabtree, National Secretary, advocated that the Representatives in Congress of the several States be asked to support the plan.

Mr. Crabtree pointed out that in eight Missouri counties alone in the flood-stricken area damage to school buildings totaled more than \$265,500 and twenty-four school-houses had been totally demolished.

The secretary said the reconstruction of the schools was important so that the children in the devastated areas may return to their studies as soon as possible. He requested the State secretaries in the flood region to compile similar data for every inundated county of the Mississippi Valley States. This was essential, he added, so the damage toll can be presented in complete form to the next session of Congress.

"It is necessary that support be provided from other than local and State sources," declared the appeal, in order that even a minimum program of education may be provided for the children of the flood areas.

Unless public sentiment is aroused the statement said, members of Congress are likely to forget this phase of flood rehabilitation and it was necessary to form opinion for this work "through effective teamwork" by the State educational associations.

Of the eight inundated Missouri counties, Butler, with a loss of \$40,000, suffered the worst, while New Madrid had \$31,000 damage, being followed by \$18,000 in Mississippi County, the secretary's statement said. Figures for the other flooded States were not announced.

## APPEAL FOR SCHOOLLESS IN FLOOD ZONE

Ask U. S. To Aid In Replacing the Property Destroyed by Flood. Missouri I Badly Hit

WASHINGTON, D. C., Aug. 3.—Editors note—Report has come to the Argus that many colored school children have lost all chances of attending school for a long time as a result of the flood destroying school property, which the authorities of the counties declare they have insufficient funds to replace.

Especially does this case prevail in the southern counties of Missouri, where efforts are being made to make some sort of provision for



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Common Schools, Condition of

GLOBE-DEMOCRAT  
ST. LOUIS, MO.

MAR 22 1927

# Board of Education Candidates Address League Meeting

## Only One-Fifth Registered Voters Went to Polls in Last School Election, Dr. Wright Declares.

Approximately one-sixth the registered voters voted in the last school tax election, and little more than one-fifth voted in the school election two years ago, said Dr. Frank H. Wright, professor of education at Washington University, in addressing a public meeting sponsored by the League of Women Voters in the auditorium of Scruggs, Vandervoort & Barney yesterday afternoon.

Dr. Wright's talk on "Why Citizens Should Be Interested in the Personnel of the Board of Education," preceded the introduction of candidates for election to the board on April 5, who made short campaign addresses.

### Education Cost Rises.

The cost of education per inhabitant has increased from \$1.74 in 1870 to \$14.47 in 1922, Dr. Wright stated. Within a period of ten years the cost of elementary education in the United States has increased 112 per cent, and secondary education 371 per cent, he said.

"About \$12,000,000 is spent annually in St. Louis to train the 100,000 pupils who attend the public schools and to finance the department of instruction, where 3100 persons are employed," he said.

Following Dr. Wright's talk, Jesse W. Barrett, former Attorney General, spoke for Ernest A. Green, president of the St. Louis Bar Association, who is one of the candidates.

### Served as Judge.

Green has been engaged in the practice of law in St. Louis for twenty years, Barrett said. Prior to that time he served as Assistant Attorney General of Missouri. He was appointed a Circuit Judge under Gov. Gardner.

Barrett enumerated the three C's—courage, character and capacity—which he said were Green's qualifications for the office. He urged the League of Women Voters to indorse only four of the candidates who have filed.

There will be a meeting at the league headquarters, 3622 Olive street, this morning to vote on whether or not the league shall indorse candidates for election to the Board of Education, and whom.

### Shroeder Has Backing.

A representative for Henry F. Shroeder, another candidate, said that Shroeder had lived in St. Louis for fifty years, and that he had been graduated from the public schools of this city. Among the organizations backing this candidate were several branches of the Patrons' School Alliance, the Business Men's Circle and Clean Election league, he said.

Miss Eleanor Horton specified as her qualifications for election to the Board of Education, her acquaintance with local conditions and her understanding of the public school system from the viewpoint of a student, having received her education in the public schools of St. Louis.

Experience in the business world, an interest in education and in the world of literature and art are her qualifications, she said. "I believe that every candidate should bring in a fresh viewpoint to the Board of Education. I feel that I have this to offer in a desire and willingness to study questions impartially."

### Werremeyer Speaks.

Arthur S. Werremeyer said he had no preconceived notions which would revolutionize matters in the School Board, but he felt able to cope with any problem that might arise. He identified himself as a resident of St. Louis since 1897. He is assistant supervisor of the Bond Issue Committee. Other activities included the former presidency of the Missouri

Missouri.

Retail Merchants' Association. Werremeyer is a director and former president of the North St. Louis Business Men's Association, and has been engaged in the printing business in that section of the city for thirty years. He is president of the Beaumont High School Patrons' Association.

Publicity and antiseecrecy in all meetings of the board and its committees, except when necessary in the purchase of property or inquiring into personal matters of teachers, was stressed by Myrt A. Rollins in outlining his platform.

### Rollins for Open Meetings.

Rollins, a member of the board, said he was seeking re-election because a resolution for the opening up of the committees of the board has been pigeon-holed, and he wanted to renew his efforts toward making the activities of the board open to the public.

He advocated, also, that safety first principles be introduced into the schools in order to reduce juvenile fatalities. Included in his platform are the following: Continuation of the present method of electing School Board members by petition on nonpartisan ballot, without the political endorsement of any party; the wider use of school buildings and grounds; replacement of portable buildings by permanent buildings; the adoption of certain changes in the curriculum from time to time in order to keep the St. Louis school system foremost, and the centralization of the powers of the board, without usurpation of the board's powers by its committees or individual members.

### Negro Is Candidate.

Mrs. Julia C. Curtis, Negro, pointed out the need of a Negro on the board to understand the problems of educating the Negro. "You on the Board of Education take no diagnosis of our problems, yet you prescribe the treatment," she declared.

Mrs. Curtis, a former teacher at Sumner High School, is at present studying sociology at Washington University. She has two children who are attending school here. She was appointed by Gov. Hyde a curator of Lincoln University at Jefferson City.

### Sheehan Not to Run.

Walter F. Sheehan, president of the Dougherty-Sheehan Real Estate Company, declared he believed a man should go into the Board of Education without promise or obligation to any man. "I believe in the open meetings of the board, providing public interest is not jeopardized," Sheehan later announced that he would not file as a candidate.

Following the candidates' talks, Mrs. Elias Michael, a member of the Board of Education, spoke briefly. "Next to our homes the schools should be of primary interest because there is nothing more vital than the education of our children," she said.



Education - 1927

New York.

Common Schools, Condition of

# Defective School Children

A PROBLEM FOR THE HARLEM PARENT

By EDGAR M. GREY

## Negro Child Is Falling Back in Health Race

THERE can be no problem in the life of the Harlem parent which may be so important just now as the problem of defective school children. Every phase of the community—social, political, economic—has shown steady and sustained improvement except this important and outstanding one of child health and child hygiene.

When we speak of child health we mean that balance in the bodily functions of the child between decay and repair. When we speak of hygiene we mean that conformity to certain standards of health aims and ideals which will serve to make the child less susceptible to infection by certain health destroying bacteria and consequently, affording the child a standard capacity, mental and physical, to do work.

Recent surveys based upon the Binnet and Army psychological tests seem to indicate that the Negro child is falling behind in the race for adequate preparation for life's work. There appears to be a decided lack of appreciation on the part of the parents of the Harlem child of school age of the fundamental advantages which health affords the child.

The number of children of this community discovered after investigation to be physically defective was, up to 1920, within the bounds and limits of the law of averages. But since that time the health of the children has taken on the proportions of a complex problem which threatens to destroy the future of the community. So grave has this problem become that a special committee of physicians and experts was appointed by the Board

of Education to study the health way that it regarded a life insurance policy.

This committee, which has subjoined its report to the general annual report of the Board of Education, presented certain facts which are genuinely alarming. It states that the Harlem parent appears not to have the slightest understanding of the importance of the problem; in fact, it states that the real difficulty may be traced to a lack of cooperation by the parents with the school teachers and school authorities in the community. Negro children in these schools for whom there had been no medical records.

Dr. Jay B. Nash, associate professor of physical education at New York University, one of the committee, declared that the colored child is fundamentally equal to the white child in all natural attributes, but that the disadvantages of ignorance and carelessness in its home.

Dr. Haven Emerson, professor of public health education at the Columbia University, thought that the family of the Negro child, and not the Negro community, was responsible for the conditions which the survey had



Edgar M. Grey

disclosed. He said: "The character and development of the colored community demanded that the individual family assume the maximum amount of responsibility, and that the family should be taught to regard the health of the school child as an investment in the same

tant defects were the following: Defective teeth, 74; defective vision, 12; defective breathing or tonsils, or both, 36; weak throats, 1; heart weakness, 2.

Forty-eight were stated to be or normal health. Of 91 in the exceptional group, 41 had no physical record on their cards. Of the remaining 50, 10 had defective teeth, 3 tuberculosis and 6 various troubles. Twenty-one were stated by the physician to be of normal health. It is hard to believe that so large a proportion of this difficult group was physically normal.

In an interview with Willis Huggins, at present a teacher in the high schools but formerly a teacher at P. S. 5, Harlem, it was disclosed that in a class of 23 Negro boys, whose minimum ages were 13 and 15, 41 per cent of these boys displayed the mental age of a child 9 years old; 9 per cent, of children 8 years old; 27 per cent, of children 7 years old, and 23 per cent, of children 10 years old.

The class work of these boys disclosed that there was no uniform mental development among them. For instance, some of these boys had the mental capacity in reading of 4-A grade, others of 3-A grade. Each of them differed individually in arithmetical capacity of the 3-B grade, and a spelling capacity of the 2-B grade. In one particular case a boy of 15 years old showed the mental age of a child of 9, the reading capacity of a boy of 10, the arithmetical ability of a boy of 8 and the spelling capacity of a child of 10.

Mr. Huggins concurred in the opinion of Doctors Emerson and Ward that the chief fault lay in the neglect of the children's parents. He said that it was true that the parents had no idea of the need for proper supervision of the recreations, plays, diet, sleeping, posture, etc., of the children. He pointed out that the children were not asked by their parents about their medical examinations, and that whenever the school authorities failed to conduct the regular medical examinations the

parents of these children did not complain.

Mr. Huggins pointed to the low records of the Negro children in **'Defective Teeth Vision, Etc., Should Be Removed'**

the intelligence tests which were conducted by the schools and declared that very few Negro children approached the passable minimums in these tests. He asserted that Negro children had fallen as low as 62 in a scale of a possible 200. He was of the opinion that the physical defects from which the children suffered were primarily responsible for their mental backwardness.

Dr. Leta S. Hollingworth, assistant professor of education at Teachers' College, Columbia University, speaking of the Italian and Negro children, says: "Nearly all of the mentally defective pass as children through the schools. Under our compulsory school laws all except the lowest grade of feeble-minded come under the supervision of the teachers. And these are finally turned out upon the community to wreak their idiocy upon it. The problem may only be solved by the observation of certain pre-natal laws and by the further observation of certain rules governing the care of the child after birth."

It would appear from the foregoing discussion that a new effort must be made by the entire community to bring to the attention of the mothers and fathers of the Negro child of school age the definite need for special interest on their part of the health of their children. Their attention must be challenged by the Negro pulpit press and by all organizations operating in the community for self-betterment. For, with the appalling toll which disease is taking hold upon the mentality of the Negro child, it should not be long when the point of general ineptitude should be reached by the Negro pupils in our school system.

The bath, the comb and brush, the general use of soap and water should be instilled in the mind of the Negro child; attention should be paid to the medical examinations conducted by the school authorities. When-

ever a defect is indicated upon the report cards parents should follow up the records and recommendations of the examining physician in order to be certain that the defect indicated is removed as far as possible.

Children are allowed to grow up with defective teeth, with sores upon the body and face, running ears, poor vision, skin diseases of one sort and another. This is fatal. This does not afford the child the proper chance in the race for life. This prob-



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When we speak of child health we mean that balance in and carelessness in its home. Dr. Haven Emerson, professor of public health education at the Columbia University, thought defects in 2,175 children. These defects included the following: 150 cases of nervous ailments, 600 cases of malnutrition, 1,500 cases of dental defects, 900 of faulty vision. A re-examination disclosed that more than 2,000 of these defects had been removed by treatment.



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The number of children of this community discovered after investigation to be physically defective was, up to 1920, within the bounds and limits of the law of averages. But since that time the health of the children has taken on the proportions of a complex problem which threatens to destroy the future of the community. So grave has this responsibility become that a special committee of physicians and experts was appointed by the Board as an investment in the same the more prevalent and inno-

of Education to study the healthway that it regarded a life insurance policy.

This committee, which has since joined its report to the general annual report of the Board on the Education, presented certain facts which are genuinely alarming. It states that the Harlem parent appears not to have the slightest understanding of the importance of the problem; in fact, it may be traced to a lack of co-operation by the parents with the school teachers and school authorities in the community. Dr. Jay B. Nash, associate professor of physical education at New York University, one of the committee, declared that the colored child is fundamentally equal to the white child in all natural attributes, but that examinations since May 20, 1926 have covered and uncovered from the schools carrying a pre-examination of Negro children further pointed out that in 4,191 examinations of Negro children there had been disclosed 4,250 defects in 2,175 children. These defects included the following: 150 cases of nervous ailments, 600 cases of malnutrition, 1,500 cases of dental defects, 900 of faulty vision. A re-examination disclosed that more than 2,000 of these defects had been removed by treatment.

Dr. Wade Wright, assistant medical director of the Metropolitan Life Insurance Company, said that physical faults found in the Negro child could be traced directly to lack of preventive methods during the pre-school life of this child. He also declared that the monetary appropriations which were afforded the schools which he had inspected in the Negro community for medical examinations, and for health generally, were woefully insufficient.

In a report which was rendered by Miss Frances Blais, special investigator for the committee cited above, the following detailed facts are interesting: Of the normal group of 337 children only 167 cards with health records noted upon them were found. Some of these children had only one physical defect; many had several. Among

tant defects were the following: Defective teeth, 74; defective vision, 12; defective breathing or tonsils, or both, 36; weak throats, 1; heart weakness, 2.

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Education - 1927

Common Schools, Condition of.

TRIBUNE

JAN 29 1927

### THE LARGER RURAL ELEMENTARY SCHOOLS.

State School Facts in its latest issue continues the discussion of rural elementary schools, the last issue dealing with the larger type of schools. In this type are those schools with seven or more teachers employed.

The data pertaining to this type of school were based on 338 white schools in 86 counties, 12 colored schools in 11 counties and 3 Indian schools in one county. In 1924-25, there were 278 white schools of this type in 80 counties.

The largest number of schools of this type in any one county was 16 in Buncombe. Guilford County was second in this respect, having 14 rural elementary schools with seven or more teachers each. Gaston and Mecklenburg each had 13 white schools of this type and Johnston and Wilson had 11 and 10, respectively. All other counties, except the fourteen with no schools of this type, each had from one to ten large type schools for rural white children.

There were 3,167 white teachers and 111 colored teachers employed in these schools, an average of about 9 teachers to each school.

Of course, the largest number of teachers were in the counties having the largest number of schools. Gaston County, however, took first place in this respect by having 173 of its rural elementary white teachers teaching in this size school. Buncombe, Guilford, Stanly, Mecklenburg, Rockingham and Johnston, each had over 100 of their white rural elementary teachers employed in this type of school. Eight of the counties had one school each of this type with the minimum of seven teachers employed.

In 1925-26, only 2.1 per cent. of the 3,167 white teachers held non-standard certificates; in 1924-25, twice this percentage or 10.8 of the teachers in a rural

white school of this size held non-standard certificates. In the colored schools of this type 18 per cent. of the teachers held non-standard certificates.

The average training of these white teachers is represented by the index of 592.6, or approximately two years in college. The scholarship of the colored teachers in this type of school is practically three-fourths of a year in college represented by the index of 472.1.

There were 123,775 white children and 5,081 colored and Indian children enrolled in this size rural elementary school. This represented respectively 32 per cent of the white rural elementary enrollment and 2.7 per cent. of the colored. The year before, 1924-25, there were 101,523 white pupils enrolled in this size school, or 26.7 per cent. of the rural elementary enrollment.

The attendance of pupils in this type of school was, on the whole, very good, 75.6 per cent. of the enrollment for white children and 72.2 per cent. for colored and Indian children. Attendance appears to be the best in Pamlico County where 90.5 per cent. of the 378 pupils enrolled in the two schools having seven teachers each was in average daily attendance. In Scotland and Cleveland, the attendance was poor in schools of this type.

Colored attendance in schools of this size was best in Beaufort County, where 89.4 per cent. of the 216 pupils enrolled attended daily. In Perquimans, only 63.

per cent. of the colored enrollment average daily attendance.

For every teacher employed there was an average of 29.6 white pupils and 33.1 colored pupils attending school daily. The average number of pupils in daily attendance for each teacher employed varied widely in the counties—from 14.8 in Alexander to 43 in Haywood. The great majority of the counties, however, had a number very near the average for the type of school. Eight of the counties had one school each of this type with the minimum of seven teachers employed.

The average length of term for the rural elementary schools of this size was 162.5 days for the white race and 150.5 for the colored and Indian races. Nearly all the counties kept their schools of this

North Carolina.

size open for 160 days or more. Even all except two of the colored schools of this type were in session longer than the constitutional minimum of six months.

The average monthly salary paid each white teacher in this size school was \$101.17, and each colored teacher, \$73.70.

In 34 counties, the average monthly salary was more than \$100.00. Nearly every county paid its teachers employed in these schools a monthly salary of \$90.00 or more, and each colored teacher in a school having seven elementary teachers received over \$60.00 per month.

The cost of instruction in white schools of this type was 12.9 cents per pupil enrolled and 17.1 cents per pupil in average daily attendance. To instruct each colored pupil enrolled it cost 8.1 cents a day and each colored pupil in average daily attendance 11.1 cents a day.

The range in cost of instruction in this type of rural school was from 22.3 cents a day for each child enrolled in Alexander County to 8.7 cents a day in Haywood.

Concord, N. C. Tribune

1927

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## PROGRESS

MAY 1927  
The State and Negro Education

Long ago it used to be said that education of the Negro spoiled a good common laborer and increased the number

of clever Negro criminals. To-day, with the state's two races living in more harmony than the pessimists ever believe possible, doleful comment of this kind has subsided. The latter part of the criticism has been nullified in recent months by the increased percentage of white over colored criminals in the state prison.

Speaking at the University of North Carolina, N. C. Newbold, of the State Department of Education, made two noteworthy points about Negro education in the state: what the state is doing for the education of the Negroes has encouraged and stimulated them in race respect and worthy achievement as never before in the history of North Carolina. Secondly, the white people are beginning to take pride in the educational facilities offered to the colored people and in the results upon the Negro as a citizen.

It is worth far more than its costs, for it is education of the kind the Negro needed. Of late years the Department of Education has given special attention to training schools for Negro teachers and the number of high schools for Negro teachers has increased. The state is now spending \$4,000,000 a year for education, or more spent for the education of the races in any year.

—Asheville Times  
ASHEVILLE, N. C., CITIZEN

## NEGRO SCHOOL TERMS LONGEST

### Concentration Of Colored Families Aids Plan, Is Report

Figures made public yesterday by the school authorities disclosed that negro schools of Asheville and Buncombe county have on an average four-tenths of a month longer term than the white schools.

This situation is caused, it was explained, by the fact that only seven per cent of the negro school children in the county attend six month schools while more than 10 per cent of the white pupils in the county have the limited term.

According to the figures there are more than 3,000 negro pupils in Asheville and Buncombe county. These, for the most part, are concentrated in special localities, authorities have found.

The secret of the excess average term for negro schools is that the negro population of the county is concentrated in districts that have voted special school taxes and the law requires that the negroes get the benefit of the additional taxes, a part of which they have to pay. In the six month school districts there are relatively few negroes.

## N. CAROLINA HAS TWO \$1,000,000 SCHOOLS

They're Public High Schools  
For Whites; Boards 'Broke'  
When Colored Apply

### RALEIGH IN LEAD

But Parents Had To Furnish  
School Library

By LEWIS K. McMILLAN  
WILMINGTON, N. C.—North Carolina is literally "getting away with murder" in the matter of Negro Education.

This old rebel state must laugh up her sleeves as the whole country honors her with good names and seats around the council tables, when her rightful place is before the bar of justice—a trembling guilty criminal—for neglecting, starving, half-feeding, or polluting thousands of bright promising Negro youth.

After an extended inspection of public high schools in all sections of the state I am convinced of this fact as never before. The present state of affairs is caused in part by the impossible dual system of education, partly by an unconscious attitude of prejudice and narrowness, partly by a purposeful scheme to keep the Negro down.

Wilmington, N. C.  
White men plan budgets and make appropriations for all public schools in this southern state—in every city. Here the rule of unfair distribution. The Board of Education at Wilmington built a school for whites, costing one million dollars. Pretty soon thereafter, the Board went broke, and was not able even to pay teachers (colored or white) for the last few months of the year. It follows that Negro high school pupils of Wilmington have a limited number of dirty

bottles and a table in the corner of a class room for laboratory material and equipment; a hole in a wall and a few second-hand books for a library. In the case of Wilmington the Government gave the land for what high school there is.

### High Point

A million dollar school has just been completed at High Point for white children. The Quakers turned over to city officials their private Negro school. Those sacred grounds and buildings are being desecrated with plunder from the old white high school—blackboards, seats, shop equipment. One of the bequeathed buildings is being floored with yet another knotted oak. "We just haven't the money," is the answer to every legitimate request. Wilson, Gastonia, Wake Forest: is there any end to the list of them?

### The Principal

The principal is the answer to most questions affecting his school. How much does he want for his pupils? What does he know about the spirit that is at the bottom of PUBLIC Education? How much does he love his hide?

The interests of white school children are fostered and protected by the official boards, civic clubs and individuals. In the case of Negroes, the parent-teacher organizations assist in buying library and laboratory supplies when they happen to run upon a principal who is not jealous of them. But their force usually ends there. White people run all public schools in North Carolina. Hence the constant need for the right principal. And hence the paucity of them in finding him so seldom.

### Raleigh

Raleigh has had the right man only one year. Within that time \$6,000 worth of equipment has been added to the science laboratories—mostly new books, thoughtful work—has been built up. One of the classes—a lower class—brought as much order as might be expected, where little elementary children are housed in the same building with a full high school.

### Durham

What Raleigh has, and all Negro high schools need, to become nearly what they ought to be, most of the strategic points in North Carolina lack. Durham's white principal is a Master of Arts, and a graduate student at Duke and Columbia. Durham's colored principal stopped school long ago. He nears sixty; the white principal, forty.

At Chapel Hill, the seat of the South's great University, the Negro principal holds no degree. The principal at Salisbury waits on banquets at which white teachers are guests. The white principal at Wilmington has recently received his Ph.D. from the University of North Carolina, the colored principal is a graduate of A. and T.

### The Leader

White people choose race leaders—mouth pieces—in the lovely peaceful state. To make sure that they wield

influence, they place them at the heads of schools. They say nice things, because they sound well. In one of the big cities the only up-to-date room in a high school building is the office of such a race man. And what does it matter with white North Carolina that many principals' jobs are held down by preachers and politicians, when our group is the victim.

### No Libraries

All bubbles burst, including North Carolina's unearned fame in Negro Education. The state is not serious about the training of Negroes to become men and women. It is easier to get pots and pans, saws and hammers, than libraries and laboratories. White pupils are taught industrial arts and home economics; Negroes are taught manual cobbling and cooking—there are some exceptions. White schools are supported by public funds; Negro schools are thrown out certain things, their teachers are partly paid, patrons buy whatever their small wages will allow.

North Carolina will begin to turn towards the right direction when she grants the Negro a voice in the running of her public schools; when she makes white and blacks share alike in the present system; when she opens all avenues to aspiring Negro Youth.

### Tuttle's School

Miss Bertha Richards, the founder of the Bishop Tuttle's School of the Social Work, and the host of the Tuesday meeting, is the only white official at St. Augustine School, who lives with her students as one of them. Her special school has been open now three years—now in the third. Two pupils, the first, four, the second six, the third, has been the rate of increase. Two years of college work are entrance requirements. One of the school's first graduates is now in charge of the Raleigh's Colored Traveller's Aid, Mrs. F. Hayes.



Education-1927

Common Schools, Condition of

Vass W. C. Pilot

AUG 5 1927

## NEGRO CHILD IN PUBLIC SCHOOLS

Dr. N. C. Newbold Enlightens  
Kiwanis Club on  
Subject.

At the Kiwanis Club Wednesday at Southern Pines, Dr. N. C. Newbold, director of negro education on the State Board, talked about the status of the negro child in the public schools. Dr. Newbold surprised his audience by telling them of the remarkable progress the colored schools are making in North Carolina, for it seems the State practically leads the States of the Union in the work it is accomplishing in this respect. Educators have come to the State from Africa, from Oxford University in England, from other nations and Continents, interested in the rapid advances negro education is making in this State, and in the influences it is having on the race. And that influence is astonishing. The speaker mentioned some court records to show that negro crime has made an unsuspected decrease as education has increased, and the figures tell that the negro is in court and in prison much less than the white offender is. From furnishing two-thirds of the criminal population a few years ago the negro now seems to be furnishing only a third, which is largely proportionate with the increase of negro children in schools as compared with the past when negro crime was greater.

Dr. Newbold says the State has a definite program for negro education and is carrying it out. The Rosenwald fund has provided 650 school houses for elementary negro schools, which account for a third of the population. Towns and cities provide

for as many more, and other rural schools are caring for a large share of the remainder. These are not so well provided, but conditions are improving. Three-fourths of the teachers are now fair to good, while but a few years ago the proportion of fair teachers only was not great. High schools are developing, and 58 good ones are now carrying on, besides some that are not so good. Good equipment and good teachers in the high schools are getting good results and a crop of children is going now to the dozen higher institutions that are training teachers and teaching children in other lines as well.

The program is being carried out as well in the schools as available funds permit, but unfortunately the negro does not always get a fair division of the school revenues. Dr. Newbold cited some cases where negro schools get less money than the colored folks of the district pay, a wrong that he said is being corrected as fast as it is recognized, and he has great hopes of much improvement in this direction. He said that he had been asked what is the wisdom of colored schools, and in addition to the change in crime that has followed the multiplication of negro schools, Dr. Newbold said that in 1920 North Carolina negroes had reported to the tax assessors as great a value in property in farms as all the property in North Carolina owned by all tax payers, white or black, a rate of progress that justifies education or anything else that helps to improve the condition of the colored folks. He was well received.

The committee to gather up a fund to provide signs to post along the roads warning travelers not to molest the shrubbery on the highways reported sufficient money, and the signs are now in process of construction.

### TRIBUNE

OCT 17 1927

### PUBLIC SCHOOL TEACHERS IN STATE.

We learn from State School Facts that there were 23,448 teaching positions in North Carolina during the school year 1926-27. Of this number 17,705 were held by white teachers and 5,743 by colored teachers. On a different basis the figures show that 17,517 were positions in the rural schools and 5,931 in the city schools.

Figures for a 10-year period show that there has always been an increase in the number of teachers employed any one year over the preceding year but it is probable that during the next decade the rate of increase will not be as great.

In this State a certificate is issued to a teacher on the basis of the academic and professional training of the person making the application. These certificates are classified according to number of years preparation in high school and college and according to whether the applicant fulfills the requirements for a certificate in the primary, grammar grade, high school or administrative field. For purposes of comparison all those certificates issued to teachers whose training is less than graduation from a standard high school have been considered non-standard. A teacher holding such a certificate is, therefore, a non-standard teacher.

On the other hand, all those certificates issued to teachers on the basis of standard high school graduation or a higher level have been designated as standard, and a teacher holding such a certificate as a standard teacher.

During the school year just closed, there were a total of 20,933 of the 23,448 white and colored teachers employed who held standard certificates. This number represented 89.29 per cent. of the teaching personnel of the State. In 1919-20 less than 50 per cent. of the teachers

employed held certificates based on training equivalent to graduation from a standard high school and better. Or viewed from another angle 51 per cent. of the teaching personnel in 1919-20 held non-standard certificates, whereas in 1926-27 only 11 per cent. held certificates of this type.

Of the 17,705 white teachers employed, 13,165 taught in rural schools and 4,542 taught in city schools. Since this proportion is nearly 3 to 1, comparisons are best made on the percentage basis.

In the white rural schools nearly 4 1-2 per cent. of the 1926-27 teachers are at the non-standard level, whereas only 10 teachers of .2 per cent. of the city teachers are at this level. At the "elementary level" are 46 per cent. of the rural white teachers and 6 per cent. of the city teachers. And at the "above elementary" level are 49 1-2 per cent. of the rural teachers and over 93 1-2 per cent. of the city teachers.

In the colored schools the differences in training of teachers in rural and city schools are also pronounced, but the greater differences are at the lowest and highest levels. Over 42 1-2 per cent. of the rural teachers are non-standard, whereas slightly more than four per cent. of the city teachers are at this level. Practically the same percentage of the rural teachers hold elementary certificates as non-standard certificates. One-third of the city teachers hold elementary certificates. Over 14 per cent. of the rural teachers hold certificates equivalent to two or more years of college training, whereas 62 per cent. of the city teachers met the requirements for certificates on this level.

Elementary B certificates appear to be decreasing year by year, while Elementary A certificates are annually increasing. Likewise, Primary and Grammar Grade C certificates are decreasing, while the A and B certificates of the same class are increasing year by year. All high school certificates are on the increase, especially the "A" certificate. For the white race the administrative certificates also tend to increase year by year. For the colored race the number of administra-



tive certificates held remains fairly constant.

Since 1921-22 the number of white teachers has increased to 17,705 or 16 per cent. The number of colored teachers has likewise increased from 4,544 to 5,743, 1,199 or 26 per cent. And taking into consideration these increases very creditable improvement, as measured by the certificates held by the teachers, has been made in the teaching personnel of the State both in the white and in the colored schools. In 1921-22 nearly 3,000 white teachers and 2,300 colored teachers held non-standard certificates. This was 19 per cent. and 51 per cent. of the teachers of each respective race. In 1926-27 only 600 white teachers and 1,900 colored teachers held non-standard certificates. The percentage of white teachers holding non-standard certificates reduced from 19 to 3 per cent, and the percentage of colored teachers from 51 to 33 per cent. This is, indeed, a very remarkable improvement, remarkable not only in what has taken place, but on the basis of which it appears to be continuous.



Education - 1927

Oklahoma.

Common Schools, Condition of

Oklahoma

Oklahoma City  
JUN 26 1927 Okla

## More Schools For Negroes Are Needed

SHAWNEE, June 25.—(Special.)—Oil has brought more negroes to Potawatomie county and with the increase in number come demands for more room for the children. The last census gives 647 in the county, 300 girls and 347 boys. There are

four separate negro schools in the county, at Shawnee, Tecumseh, McLoud and Macomb.

In addition, there are two others under the direct supervision of the county superintendent, Miss Ceslesia Robinett. One is located at Hotulke and the other the Douglass school of Earlsboro.

Education - 1927

Common Schools, Condition of

## 8,000 In Pittsburgh Schools

PITTSBURGH, PA., (P.N.S.)—A census of the Pittsburgh school district shows 153,580 children of school age, 91,264 in the public schools, 41,570 in parochial schools, 1,970 in private schools and 14,817 out of school.  
There are 8,752 colored children enrolled.

Pennsylvania.



## Common Schools, Condition of

CHARLESTON

SOUTH CAROLINA

DEC 12 1927

## The State and the Negro Schools

The negroes received scant treatment in the apportionment of the public school revenues of South Carolina last year. The total amount disbursed in salaries for teachers was more than \$10,000,000 and of this negro men received \$278,000 and negro women \$991,000, disregarding odd hundreds. The negroes are nearly half the population of the State and they are given a little more than twelve per cent for the employment of teachers.

The white schools are open an average of one hundred and seventy days compared with an average of one hundred and fifteen days for the negroes and the average attendance of white pupils was 181.898 and of negroes 155.523.

Last year was not exceptional; what was done for the negroes was probably no less and no more than usual. Obviously, no claim can be set up that South Carolina makes more than a pretense of treating the negro children fairly. This was said in substance in an annual report of Superintendent John E. Swearingen, a man of great ability and courage too, years ago.

A per capita apportionment, based on average attendance, of \$81.78 for white pupils and \$11.06 for negroes reveals that the white race, in control of the revenues and of the administration of the school system, does not see to it that the negroes have a decent chance. Thus white government in South Carolina lays itself open to attack by the friends of the negroes elsewhere and has no defence.

For this there is no excuse. Moreover, it is foolish from a white point of view—even of those white people opposed to negro education. It is entirely probable that the negroes could be given equal opportunities with the whites with little addition to the present costs.

Were teachers, as well trained and capable as those in the white schools, provided for the negro schools and the same requirements of scholarship imposed on pupils, what proportion of the negro children would be able to pass the test of the sixth grade

and advance through the high school grades? If the great majority of them were wanting in mental ability to go forward beyond the primary and grammar school classes, it would be just to drop them after failure to advance had been sufficiently demonstrated. Exceptional children could be provided for in special high schools, say one for the county, and it would not be excessively expensive to maintain a few of these schools. If the negro children, generally, should prove themselves as apt and able to go forward as the whites, no argument for denial of the privilege is entitled to consideration.

The consensus of opinion of educators and investigators of the psychology of the negro is, we are told, that the average child's limit is reached at the sixth grade. The State is under no obligation to extend to any child, white or black, larger educational opportunities than it can profitably utilize. If the commonly and incessantly voiced assertion that the Caucasian mind is superior to that of the negro is true, the State could fulfil abundantly its obligation to negroes by giving to them first rate teachers for the early grades, together with a few high schools for the exceptional youths. These teachers would be expected and required to apply to the negroes tests as exacting and severe as to the whites. The State cannot be asked to discriminate in favor of negro children as though they were handicapped or defective.

In a word, it is likely that the State could deal exactly with the negroes as it does deal with the whites without incurring huge enlargement of expense. After four or five years of schooling the negro child would be disposed of, and automatically, converted into a worker, presupposing that the negro's capacity to take mental training is as limited as it is popularly said to be.



Common Schools, Condition of

# Austin Conference Urges Larger Fund For Public Schools

Austin, Texas.—The statewide conference of colored leaders, which was held at Lyons' Hall, last Friday morning, and which was sponsored by the Independent Colored Voters League of Texas, sounded as a keynote an appeal to the colored men and women of the state to assist in enlarging the state fund for public education, by the payment of the poll tax before midnight of January 31, 1928.

Citing attention to the fact that a large per cent of the poll tax money goes in to the fund for the free education of the colored scholastics of the state, the conference took the position that, if the colored citizens of Texas will do their duty by paying their poll tax, considerable money will be available for longer school terms, better paid teachers and modern public school buildings. Not only will this condition obtain in urban centers of the state, according to the conference, but the rural schools, which are suffering to an alarming extent for the lack of sufficient funds, will be materially benefited. 12-3-27

In view of this fact, the conference went on record favoring and appealing to every minister, school teacher, fraternal head and race leader in the state to stress from now until the last day of January, the importance and necessity of colored citizens fulfilling their duties as full-fledged citizens in this respect. The conference adopted as a slogan: "Pay your poll tax now and help enlarge the public educational fund of Texas!"

The meeting was largely attended by a representative group of citizens from all parts of the state, with Attorney R. D. Evans, Waco, presiding, and Editor C. F. Richardson, Houston, filling the secretarial role.

The following committee was elected to issue an appeal to the colored citizenry of Texas, urging and showing the necessity of every Negro man and woman contributing his or her "bit" to the state, society and the public educational fund of the state by paying the poll tax before January 31, 1928: Judge R. D. Evans, Waco; C. F. Richardson, Houston; L. D. Lyons, Austin; G. W. Jackson, Corsi-

cana; C. H. McGruder, Houston; Dr. G. T. Coleman, Marshall; Dr. O. W. Phillips, Marshall; J. A. Kirk, Waco; Mrs. Julia Caldwell-Frazier, Dallas; Mrs. F. K. McPherson, Gainesville; J. B. Grigsby, Houston; Rev. S. R. Prince, Fort Worth; Rev. E. Arlington Wilson, Dallas; Dr. A. S. Jackson, Waco; Rev. E. L. Harrison, Houston; Virgil G. Goree, Texarkana; George M. Guest, Paris; John W. Rice, Dallas.

The conference, which was void of politics and had no particular political significance attached, took the ground that, since the state of Texas is doing more for the free education of Negro youths than any state of the "far South," the Negro residents of this state should come up to requirements and expectations by doing their full duty towards their racial group, the state and social order in this respect.

In order to carry on this campaign of education, funds were contributed for publicity and educational purposes; the conference raising a neat sum for this purpose. All public-spirited citizens and organizations that think such a movement among the Negroes of Texas is a worthy one and deserving of moral and financial support, are asked to make remittances to C. F. Richardson, secretary-treasurer, 409 Smith Street, Houston, Texas.



Education - 1927

Common Schools, Condition of

NEWPORT NEWS

VIRGINIA

MAR 1 1927

## COLORED PEOPLE WANT NEW SCHOOL

**Mass Meeting Will be Held at  
8 O'clock Tonight at  
Trinity Baptist.**

Consideration of the crowded conditions said to be existing at the Booker T. Washington school, will be given at the meeting of the patrons league of the school to be held at the Trinity Baptist church tonight at 8 o'clock. According to N. B. Clarke, principal of the school, there are now over 500 pupils attending the school, which was originally constructed to accommodate 320.

The head of the school declared that the children are attending in shifts, three a day and that they are sitting two to a desk, while many of them use boxes in lieu of the classroom desk.

Joseph H. Saundred, superintendent of schools, called attention to the crowded condition in the school some time ago, but the board did not feel that the city was in a position to erect another building at this time. When the new white and colored high schools were built it was stated that no more school buildings would be required for some years, although at that time some of the grades in the colored schools were doubled up.

Talks will be made tonight by several of the colored people of the city, and plans for the adoption of resolutions urging the construction of another negro school building are being considered.

NEWPORT NEWS

VIRGINIA

MAR 2 1927

## COLORED PEOPLE WANT NEW SCHOOL

**Patrons of Booker T. Washington School Will Go Before  
Council With Facts.**

A delegation of parents of colored children attending the Booker T. Washington school will go before the city council on next Monday to ask that body for a new school building to accommodate the children who are now packed into the school, it was decided at a mass meeting of the patrons held last night.

Principal Clarke opened the meeting with a brief outline of the present conditions now existing in the building, which he declared is accommodating nearly double the number for which it was originally constructed. The head of the school stated that the congested condition makes the building unsafe in case of fire and that while the teachers have displayed good work in getting the children out during fire drills, considering the large number of them, that in a case of real emergency, the outcome might be fateful for many of them.

The speaker declared that the cost to the city is considerable, for under present conditions the child cannot receive the proper attention from the teacher and that many of them fall in the classes who would not do so under ordinary conditions, and that each failure cost the city \$27. Principal Clarke told the assembled patrons that the school board did not have the funds, they being limited to their budget, but that the situation had reached the point where immediate action was necessary.

Secretary A. F. Williams of the Y. M. C. A. spoke to the meeting, telling them of the interest the parent should and in most cases does take in the welfare of the child. Secretary Williams reiterated what his predecessor had said of the congestion in the building, telling the patrons that they might help to relieve matters by having the facts placed before them and giving the matter serious thought, with the view to finding a solution of the problem.

Virginia.

GAZETTE

FEB 27 1927

## ASK NEGRO LEADERS TO BACK BILLS FOR AID IN EDUCATION

**Measures in State Senate and  
House Would Provide State  
Aid to Negroes Studying  
Outside West Virginia.**

### WOULD BE ALLOWED TO PRACTICE OF LAW

Letters asking prominent negro citizens of the state to use their influence to obtain the passage of senate bills Nos. 44 and 45 now pending in the legislature and asking members of the legislature to vote for these bills have been mailed out by T. Edward Hill, director of the state bureau of negro welfare and statistics.

The senate bills, introduced by Mr. Hugus, are identical with house bills Nos. 7 and 10, introduced by Mr. Weiss. Briefly they provide for state aid to West Virginia negroes studying courses not offered in negro educational institutions of West Virginia in institutions in other states of an equal educational rank with West Virginia University, and for the admission to practice of West Virginia negro graduates in law courses from institutions outside West Virginia and of a rank equal with the West Virginia school of law.

The state aid bill read as follows:

"Be it enacted by the legislature of West Virginia:

"Section 1. That all bona fide residents of the state of West Virginia who are now pursuing or may in the future pursue courses of study in educational institutions outside of the state of West Virginia the same as those taught in the West Virginia University and, because of Section 8 of Article XII of the constitution of West Virginia, cannot pursue such courses in the West Virginia University and no such courses are taught in the state supported educational institutions provided for them shall have their tuition and other expenses paid by the state of West Virginia in a sum equal to the annual per capita cost to be ascertained by the state board of control for the next school year preceding the passage of this bill.

"Section 2. The advisory council to the state board of education and the state board of education acting jointly shall prescribe rules and regulations governing the granting of aid under this bill.

"Section 3. The legislature of West Virginia shall appropriate funds to carry out the provisions of this bill, said funds to be disbursed by the state board of control upon requisition of the state superintendent or free schools.

"Section 4. As soon after the passage of this bill as is practicable, the advisory council to the state board of education shall ascertain those who are entitled to aid under its provisions and shall report them to the state board of education giving age, birthplace, length of residence in West Virginia, where attended elementary and high school, what outside of state school being attended, class of school, literary qualifications upon entrance date of entrance, course or courses of study being pursued and such other information as the advisory council and the state board of education may desire. Upon receipt of the list of names, the state board of education and the advisory council acting jointly shall certify the names of those who in its judgment are entitled to state aid with other necessary information to the state board of control and the said board of control shall pay out such funds in accordance with rules prescribed by it.

"Section 5. Beginning with the school year of 1927-28 and each year thereafter, state students intending to pursue such courses referred to in section one and desiring state aid shall make application to the advisory council to the state board of education at least thirty days before the opening of the fall term of the school to which applicant desires to attend. Said application shall be in such form and contain such information as the said advisory council and the state board of education may prescribe. All such applications as shall meet the approval of the said advisory council and the state board of education acting jointly, or the state superintendent of free schools, the secretary of the state board of education and the state supervisor of negro schools acting together shall be certified to the state board of control as hereinbefore provided and the said board of control shall notify the state superintendent of free schools the amount to which each student shall be entitled. The amount paid in any one year is not to exceed the per capita cost of such course on study at the West Virginia University for the school year next preceding, and payment shall be made in accordance with rules prescribed by the state board of control.

"Section 6. All acts or parts of acts in conflict with this act or any provisions thereof are hereby repealed."

The bill relating to the admission of negro law graduates to practice in this state reads as follows:

"Be it enacted by the legislature of West Virginia:

"That section one of chapter 119 of the Code of West Virginia be amended and re-enacted so as to read as follows:

Section 1. License to practice. Any person desiring to obtain a license to practice law in the courts of the state must appear before the county court of the county in which he has resided for the last preceding year and prove to the satisfaction of such court that he is a person of good moral character, that he is twenty-one years of age, that he has resided in such county for one year next preceding the date of his appearance; and upon such proof being made, the court shall make and enter an order on its record accordingly. The supreme court of appeals shall prescribe and publish rules and regulations for the examination of all applicants for admission to practice law, which shall include the period of study and degree of preparation required of applicants previous to being admitted, as well as the method of examination, whether by court or otherwise. And the supreme court of appeals may upon the production of a duly certified copy of the order of the county court, hereinbefore mentioned, and upon being satisfied that the applicant has shown upon examination, conducted in accordance with such rules and regulations, that he is qualified to practice law in the courts of this state, and upon being further satisfied that such rules and regulations have been complied with in all respects, grant such applicant a license to practice law in the courts of this state, and such license shall show upon its face that all the provisions of this section and of said rules have been complied with: provided, that any person who shall produce a certified copy of such order of any county court of this state, and also a diploma of graduation from the law school of the West Virginia University, shall upon presentation thereof in any of the courts of this state be entitled to practice in any all courts of this state, and the order so admitting him shall state the facts pertaining to the same: (provided further that any person who was a resident of the state of West Virginia, upon entering a law school outside of this state and who, because of constitutional or statutory prohibition, could not be enrolled as a student at the West Virginia University and for whom no other law school is pro-



## White And Colored Standard High Schools

Though the South is to be given credit for having made notable progress in providing educational opportunities for both races in the past 20 years, the disparity still existing between school provisions for white and colored children is appalling, and does violence to everything conceivable associated with right and justice. In the matter of secondary education according to figures compiled by W. A. Robinson, president of the National Association of Teachers in Colored Schools, the white child of the South enjoys an advantage in facilities twelve times as great as that of the Negro child.

The facts: For the 12,000,000 Negro population of the sixteen Southern states including Virginia and West Virginia there are 204 state accredited high schools, while for the 27,000,000 whites there are 5,140 state accredited high schools. That means, a white population a little more than double the colored has twenty-five times as many standard high schools for educational provisions of its children. The shocking fact is that each of twelve southern states has more standard white high schools than the combined number for Negro children in the sixteen, or in each five states there are more than double the number of such white high schools as there are the number of colored for the entire South.

Answering the argument against establishing Negro high schools because of the lack of students for them, Mr. Robinson finds that the tardy development of the Negro child to the high school grade is the result of the inadequacy of the Negro elementary schools and of their poor equipment as to teachers and accommodations. These schools, he declares, "are barely raising the general Negro population of the present school generation above the condition of illiteracy."

This is a condition to which the enlightened forces of the South must give corrective attention. An educational policy which barely provides for lifting half of the population above the condition of illiteracy creates, as Mr. Robinson rightly points out, "a vast cesspool of ignorance, disease, crime and social problems of all kinds," and constitutes a tremendous retarding influence upon the social and economic development of the South.

It is realized that the civil war and the reconstruction era with all the complex influences incident thereto produced in the South a multitude of perplexing problems of the first magnitude, to which the present generation has fallen heir. Appreciable headway has been made in applying a solution to some of these problems, the most noticeable recent progress being along the line of harmonizing the interracial attitudes. But there is yet much to be done requiring vigorous energy and broad social conception. The woefully unequal educational opportunities afforded the Negro child is one of these problems most conspicuous in its injustice, unsoundness and most depressing upon the aspirations of 12,000,000 of the South's population to contribute to their advancement in civilization and to potential greatness of this

section. It is demanded by the moderate conception of right and justice that the South inaugurate a more equitable distribution of public school expenditures between the races, to the end that the Negro child may have a comparable chance to develop the best that is in him.

LYNCHBURG

VIRGINIA

## GARDEN CLUB AWARDS PRIZES TO SCHOOLS

### First Honor Went To Miller Park, Where Improvement Of Grounds Was Very Marked

The committee of school ground improvement of the Little Garden Club, announced at the December meeting held Thursday at the home of Mrs. E. G. Shepherd that the prizes to the white schools have been awarded.

First prize went to Miller park. The improvement there was very marked and very gratifying, and Miss Snead and her pupils were highly commended for the interest they had taken and work done. This school wants to enter the contest for next year and again intend to win the prize.

Second prize was awarded to Garland-Rodes school for the third time. Miss Lizzie Harvey and her pupils were commended for the interest shown and the work done. Garland-Rodes grounds are beautiful but the improvement there was not as great as at Miller park and the pupils themselves had not done as much work.

None of the negro schools had shown any interest in the improvement or care of their grounds, and no prizes were awarded since no effort had been made to win them.

The garden club hopes that the negro schools will enter the contest next year as it would like very much to see an improvement in the looks of the school grounds. It feels that if the appearance of the grounds were improved the pupils and teachers would feel a pride in continuing to beautify them.